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ABSTRACT

This book consists of nine papers presented at the 1973 Central States Conference on the Teaching of Foreign Languages. The theme of the conference was "The Foreign Language Teacher: Present and Future Tense." Following an introduction by Lorraine Strasheim, these papers are presented: (1) "The Teacher as Catalyst: Motivation in the Classroom," by Edward D. Allen; (2) "The Teacher as Co-Learner: Interest-Centered Materials," by Frank M. Grittner; (3) "The Teacher as Quality Control: Program Options," by Helen P. Warriner; (4) "Making the Foreign Language Program Visible to the Public: The Language Festival," by Gertrud Meyer; (5) "Grammar and the American Foreign Language Teacher," by Albert Valdman; (6) "Culture: An Individualized Instruction Option," by Robert C. Lafayette; (7) "Gaining Better Student Support for the Foreign Language Program," by Constance K. Knop; (8) "The Language Teacher and the Amateur Language Student," by Carl Zuegler; and (9) "Exploratory Courses for the Middle and Junior High School," by Judith C. Morrow. (CFM)

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CENTRAL STATES

Report of Central States Conference on Foreign Language Education

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Student Motivation and the Foreign Language Teacher

A Guide for Building the Modern Curriculum

Edited by
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A Guide for Building the Modern Curriculum

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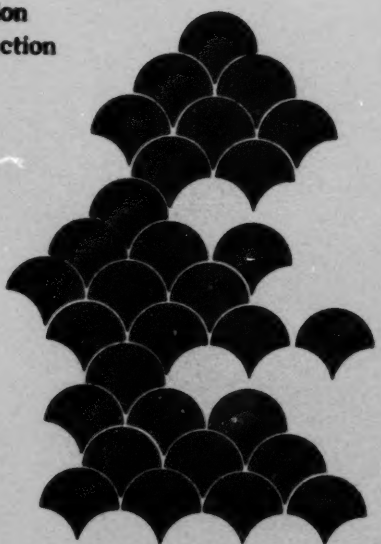

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KEY TO ABBREVIATIONS

Conference Chairman	Conf. Chrm.
Vice-Chairman	Vice-Chrm.
Editor	Ed.
Directors, Board of	Dir.
Incorporator	Inc.
Executive Secretary	Exec. Secy.
Local Chairman	Local Chrm.
University	Univ.
Department	Dept.

Preface

In 1969 the 51-year-old Central States Modern Language Teachers Association was converted to the Central States Conference on the Teaching of Foreign Languages. The new Conference was modeled after the highly successful Northeast Conference which, in fact, supplied financial aid to help the Central States Conference begin on a sound financial basis. That the Conference has succeeded is now history. Attendance has grown year by year, all debts have been paid, and the budget is now well in the black. In short, everything has gone according to plan, with one exception. Until now the Board of Directors had not found a satisfactory solution to the problem of how to publish the conference proceedings.

Thus, it is with great pleasure that I introduce this first volume of papers to be published in book form by the Central States Conference. The focus of the book is particularly appropriate in these uncertain times, for its various chapters deal with the major pedagogical problems facing the foreign language profession in the 1970s. The primary focus of the book—as the title indicates—is upon the role of the teacher as a motivator of his students and co-learner with them. An examination of the question of who our clientele should be and how we can reach a larger number of students is also part of the book. Recommendations concerning the content, nature, and scope of the foreign language program are discussed. Finally, the book has a happy balance between the theoretical and the practical; that is, some chapters that focus heavily on rationale and others that deal almost exclusively with the how-to-do-it aspects of foreign language pedagogy.

Each of the chapters represents the opinions of the individual author. That these individually conceived papers fit together to form a coherent, unified publication is in large measure due to the efforts of the conference chairperson, Lorraine Strasheim. It was she who made things happen through her selection of the conference theme, choice of presenters, and design of the program. I urge the reader to begin by examining carefully her concise and insightful Introduction to this volume. It deals with the mistakes of the past, the problems of the present, and the hopes for the future. As an overture to what follows, it is a good place to begin.

Frank Grittner

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Introduction

The Foreign Language Teacher: Present and Future Tense

Lorraine A. Strasheim
Indiana University
1973 Central States Conference Chairman

> Let anyone try, I will not say to arrest, but to notice or attend to the *present* moment of time. One of the most baffling experiences occurs. Where is it, this present? It was melted in our grasp, fled ere we could touch it, gone in the instant of becoming.
>
> —William James

In his keynote address to the 1970 Southern Conference on Language Teaching, F. Andre Paquette identified

> . . . five sets of changing constraints of which we must be aware if we are going to have significant foreign-language instruction in American education in the future. First, we must recognize that college and university entrance and degree requirements are changing significantly. Second, we must recognize and accept that our country is going through a period of neo-isolationism. Third, we must come to recognize, accept, and manage financial pressures at all levels of government. Fourth, we had better try to look carefully at the social conditions which are affecting our students. Fifth, we should look at the social conditions which are affecting our faculties.[1]

The professional literature has devoted massive amounts of attention to the requirement constraints, at least passing attention to the

isolationist and fiscal constraints, a great deal of attention to the social constraints acting upon the student, and little or none to the fifth set of constraints Paquette identifies: "the social conditions . . . affecting our faculties."

Probably, in our emphases upon the student, we were counting upon the teacher motivations Charles E. Silberman discusses in *Crisis in the Classroom*—the satisfaction of his "clients."

> Enjoyment of one's work and pride in one's accomplishments are important motivations in almost every occupation, and more so in teaching than in most. "An individual, having joined a given occupation, concentrates his reward-seeking energies at those points where effort makes the largest difference in his total rewards," the sociologist Dan C. Lortie of the University of Chicago writes. In teaching, effort has very little relation to extrinsic rewards such as higher salary or status, since these are geared largely to length of service and number of courses taken and degrees acquired. And while "ancillary rewards" such as job security and long vacations may attract people into teaching in the first place, they are relatively unimportant once a person has become a teacher, since they are identical for almost everyone in the field. Intrinsic rewards such as satisfaction and pride of accomplishment, on the other hand, *are* related to effort. It is not surprising, therefore, that teachers show more concern for intrinsic than for extrinsic or ancillary rewards. In Lortie's study, for example, the reward teachers consider most important, by a wide margin, is "knowing that I have 'reached' students and they have learned."
>
> One result is that teachers may be even more sensitive to the reactions of their students than to the judgments of their colleagues, since it is the students, as Lortie emphasizes, who "have the capacity to grant or deny the responses which teachers consider their primary payment." This fact distinguishes teaching from most other professions; one of the hallmarks of a profession is that the practitioner is more concerned with his colleagues' than his clients' approval.[2]

If we are assuming this type of teacher motivation when we focus so intensely upon the student, why have we not revealed our assumptions? Why can't we just say, openly and honestly: "Look here! Our profession is a marvelous one; we care more for our clients' than for our colleagues' approval, and that makes us special! And we expect more of ourselves today than ever before because we are the best-prepared and best-motivated teachers in history!"? ***If a student needs compassionate treatment and success, doesn't his teacher, as a fellow human being, deserve like compassion and recognition of success?***

It is time, past time, to admit that all teachers are busy and work hard. Thomas E. Woods put it well:

> We realize that teachers are busy people. Robert Rath, in a study completed at the University of Oregon, found that primary teachers put in an average of 43.9 hours of work a week; intermediate teachers put in 47.8 hours; junior high school teachers 47.1 hours; and high school teachers, 51.1 hours. But teachers are people with family obligations and church and community interests, and they need some rest and relaxation just as anyone else does.[3]

Those of us, therefore, who "evangelize" to innovate approaches and curricular improvements, must therefore take care to see that our advice makes the teacher more effective or reduces his work hours per week; we must begin to pay attention to the teacher's extracurricular needs as well as to the student's.

And it is time, as Silberman points out, to recognize that this teaching business can be a lonely way to go.

> *Teaching, after all, is a very lonely profession.* In the typical American school, as Seymour B. Sarason, director of Yale University's Psycho-Educational Clinic, has documented, teachers are alone with their problems in the classroom. *They are not given and normally do not expect to receive any help or advice from their principals or other supervisors; nor does the culture of the school encourage teachers to discuss their educational problems with one another except on the most superficial level.* As a result, a teacher generally, and the beginning teacher in particular, "tends to anticipate failure, is plagued by all kinds of doubts, fearful of a negative evaluation, thankful for her relative isolation due to fleeting and infrequent visitations by administrative superiors, and yet acutely aware that she needs and wants help, guidance and support uncomplicated by the implied threat of a negative evaluation." *Only someone who has no evaluative function, and who is not competing with or threatening the teacher in any way, can break through the teacher's loneliness and isolation.*[4]

Conferences and conference speakers (and Lorraine A. Strasheim is certainly in the forefront of this group), however, all too frequently increase the teacher's loneliness and isolation because they are harsh evaluations, stressing teacher flaws and teacher problems rather than setting forth teacher strengths and possible solutions to teacher problems. Some teachers, to put it simply, find it too painful to attend conferences, to face once more "the implied threat of a negative evaluation." ***If the affective domain of the student is an important area for***

consideration, certainly his teacher's affective needs are no less so; especially to professional leaders.

One of the ironies of professional meetings is that we tend to behave in these meetings as if we were able to freeze the present moment—to stretch it until we reach some tentative solutions to our problems, but in reality we should be stretching ourselves toward the future, for the future is upon us much more rapidly than it once was. However trite the phrase "accelerated change" may seem, the phenomenon the phrase describes underscores William James' assertion that present "has melted in our grasp, fled ere we could touch it, gone in the instant of becoming."

The 1973 Central States Conference on the Teaching of Foreign Languages was planned with these premises in mind:

1. The same social conditions affecting the "new" or "now" student are simultaneously impinging on the "new" or "now" teacher.
2. Teachers, more than people in any other profession, are sensitive to the reactions of their "clients."
3. Teachers, like students and all human beings, need recognition of their successes and teachers of their own who can help them attain successes.
4. Teachers are busy people who need help in increasing their ability to satisfy their "clients" and reduce the tedium of their work load.
5. Conferences and professional meetings should not be evaluative or threatening to participants.
6. The "new" or "now" teacher needs diversified professional considerations and deliberations as much as the "new" or "now" student needs diversified curricula. This is no time to put all our professional eggs into one basket.

The 1973 Conference was an effort to "witness" the teacher's dedication, his sometime despair, and his strong motivation toward the constant improvement of his product. No effort was planned to influence the Conference participants toward imitation or replication of the ideas presented in the program: The best-prepared and best-motivated foreign language teachers in history do not imitate or replicate;

they adapt and modify and re create. We assumed that the participants in the 1973 Central States Conference were not looking for the "one true way"; they were looking for some direction in making their own ways, in proving themselves to be more effective in the classroom, and in improving their abilities to motivate students in their course offerings. The planners believed that the people who attend these conferences are good teachers who are, as Thomas E. Woods says teaching a content, half of which was not taught to them in college.[5] To these foreign language teachers the present tense is ever in the process of transformation to the future; they need no remediation or supervision or correction or "conversion."

Notes

1. F. Andre Paquette, "The Decade of the Student Requirement," Sanford Newell, ed., in *Dimension: Languages 70*, Spartanburg, S.C.: Southern Conference on Language Teaching, 1970, p. 1.
2. Charles E. Silberman, *Crisis in the Classroom*, New York: Random House, 1970, pp. 269-70.
3. Thomas E. Woods, "Remaking the World of the Career Teacher," in Roy A. Edelfelt, ed., *Remaking the World of the Career Teacher*, Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1966, p. 73.
4. Silberman, *op. cit.*, p. 320.
5. Woods, *op. cit.*, p. 73.

1
The Teacher As Catalyst: Motivation in the Classroom

Edward D. Allen
The Ohio State University

The challenge to find ways of attracting students to our foreign language classes and maintaining their interest once they arrive is a problem that most of our teachers are now facing. It is tempting to put the blame on others for our dwindling enrollments—colleges, guidance counselors, administrators, to mention a few. If, however, all colleges were to reinstate their entrance requirements tomorrow, would it cause our students to crave the learning of foreign languages?

Some teachers think that changing the textbook or using more gimmicks and visual aids will solve the problem. Perhaps such changes will generate interest in our students, but this kind of stimuli is short-lived.

Nor is a reorganization or restructuring of the curriculum going to make a real difference. Flexible scheduling, modular scheduling, team teaching, and other curricular patterns cannot guarantee motivation.

We must look to our students for the solution. Each one has a motive for taking a foreign language. There are not only high and low motivated students, but rather, large numbers who are more or less

ready to learn. It is our job to treat them as individuals whose ideas, opinions, and personal interests are worthy of our respect.

In any discussion on motivation the basic concern is always the student as a person reacting to his classmates, teachers, and environment.

In the first part of the paper I have summarized the theoretical assumptions on motivation and reported on the findings from research and experimentation.

In the second part I have discussed successful and unsuccessful teacher practices and proposed several strategies for generating and maintaining motivation in the classroom.

The Psychology of Motivation

Most researchers in the field of motivation find that the desire to learn or the need to know is a deep-rooted force which a human being either possesses or lacks. Students who are motivated will want to learn even if their teacher is ineffective. Conversely, it is very difficult, almost impossible, to teach students who are bored or who do not want to learn.

Carroll[1] identifies five elements that determine success in learning a foreign language: (1) the learner's attitude, (2) the learner's general intelligence (the amount of time it will require him to learn a given task), (3) the learner's perseverance, (4) the quality of instruction, and (5) the opportunity for learning that is allowed him (amount of time he is permitted to devote to the task).

The first three elements deal with the student, the last two with the teacher.

Philip Clark claims that the most widely accepted psychological theory is the hedonistic, tension-reduction or homeostatic view of motivation.[2] Human beings are motivated to do that which gives them pleasure; they avoid experiences or activities which lead to tension or anxiety. Students who find success in a foreign language class are eager to go on.

There is no proof through research that foreign language ability is a special gift or that, conversely, there exists a language block in certain individuals. Carroll claims that anyone can learn a foreign language if given the time and the opportunity to do so.[3]

A certain degree of anxiety seems to lure students to engage in learning tasks. This is especially true of students who are curious and/or highly motivated.

Although there is a modest correlation between I.Q. and success in a foreign language,[4] we all know students who "should" be achievers but are doing poor work.

The charge leveled at most of our schools is that they are not humane. This is especially true of high schools, where students are just faces assigned to certain seats in several classrooms throughout the day. Glasser relates the complaints of a group of successful tenth grade students who looked back with fond memories on their elementary school experiences; up to the sixth grade they were the well-known Jim, Jan, or Joan.[5] Now they were scarcely known by their teachers.

An essential ingredient in academic motivation is assumed to be the students' values.[6] Those students who consider foreign language study important to their lives will work hard to achieve success.

Research and Experimentation

There is a definite relationship between self-concept and motivation. Students who think highly of themselves tend to do better work in school. In an experiment with 207 eighth graders, the teacher was asked to estimate each subject's self-concept. It was found that self-concept was a greater motivational factor in achievement than intelligence.[7]

Students tend to achieve at a higher level in classes taught by warm, less dominating teachers. In a study of upper elementary and junior high students, the only factor that differentiated the underachievers, overachievers, or achievers was teacher warmth. The overachievers characterized the teacher in a favorable light; the underachievers had unfavorable perceptions of the teacher.

Counseling offers additional hope for motivation. In the area of language, Gilliland[8] raised the achievement level of language among high school students through counseling. Mezzano[9] reduced the drop-out rate of another group of high school students by intensive counseling.

Tutoring or small remedial group sessions outside of classtime

can make a considerable difference in achievement. Hatfield found that bi-weekly remedial sessions for underachievers in French over a 12-week period resulted in an increase of at least one grade point for all but one student.[10]

Girls are more motivated academically than boys. Teachers call on them more frequently and give them higher grades. Research by a sociologist with a hidden camera found that in classrooms boys tried to participate eight times more than girls (raising hands). Girls, however, were called on 10 times more than boys. When using a stopwatch and timing the seconds between when a teacher asked a question and the time she moved on, she waited 2.2 seconds for boys and 7.5 seconds for girls to respond.[11]

The relationship between personality and motivation is also noteworthy. Studies show that high motivated students tend to be interested in the abstract, aesthetic, and general. By contrast, the low motivated students prefer to deal with the concrete and specific. High motivated students are likely to have specific vocational goals, whereas underachievers think their future is in the hands of fate.

Motivation and the "Now" Student

The student of today wants immediate satisfaction and feedback. He is not willing to wait until graduation to use his foreign language. He is more interested in using his skills than acquiring them. This does not mean that he is unwilling to work at learning a foreign language. It simply means that he insists on getting tangible benefits for the effort he expends. No longer is he content with memorizing dialogs and chanting pattern drills. He wants to communicate, react with his classmates and teacher, discuss the real problems of the world.

Can he communicate if he makes mistakes in grammar and pronunciation? Of course, he can. We meet people almost daily who speak English imperfectly.

In a recent experiment in the high schools of Columbus, Ohio, Patricia Powell found that a surprisingly large number of students could communicate in French after two years of study.[12] She posed as a native speaker and was individually interviewed by almost 300

students. Prior to her arrival, each student had been given a list of 14 questions (in English) to ask her in French. For many of the students, it was their first contact with a "native French person." Although her manner was warm and friendly, many of the students were visibly shaken by the experience. Perhaps this shows that we teachers do not arrange enough personal, face-to-face contacts with native speakers in our classrooms.

A very important concept in the motivation of the "now" student is identification. Nothing seems to be as motivating to students as the opportunity to meet or to see and hear their counterparts from abroad. To discover how young people in their age group live and think can be a truly meaningful, exciting revelation to them.

Last year I taught an advanced French class at a local high school. The content of the course consisted of taped interviews of French teenagers whom I had met the previous summer in France. As I played the tape, the class looked at the picture of the teenager, which I projected on the screen. Thus they saw and heard several young people of different socioeconomic backgrounds, from various regions of France.

On a few occasions we wrote a collective letter in class to individual teenagers. The students dictated their questions in French to me and I wrote them on a transparency. The excitement was heightened when our letter was answered, and the young French person addressed the students by name.

Often the assignments were made from the teenage magazine *Les Copains*. This periodical contains copious information on French teenage idols, cars, and the latest hit records.

The Curriculum: Content, Methods and Motivation

Secondary schools and colleges are content-oriented. The subject matter holds precedence over the persons who enter our classrooms. Foreign language teachers usually talk about *what* they are going to teach rather than *whom*. "Today I am going to teach the imperfect" is a typical teacher comment. The emphasis, then, seems to be on knowledge for knowledge sake and not for communication. This reminds us of a French caricature called Mademoiselle J'Enseigne, a French teacher in the form of a giant

pitcher who poured knowledge into smaller recipients (her students).

The misinterpretation and misapplication of the audiolingual approach to learning can also make the foreign language class a dull, meaningless experience. I recently visited a Russian class where the teacher spent 55 minutes on pattern drills. When I asked her if she thought there was enough variety in her lesson, she replied, "Oh yes, we drilled the affirmative, the negative, the interrogative, and all the tenses." The students, of course, thought of the class as one, single tedious activity.

A curricular arrangement that shows much promise for motivation seems to be individualized instruction. Under this plan, the high motivated students can forge ahead at a rapid pace, while the less motivated students and those who need more time to complete each task have the opportunity to do so.

In the foreign language classes at Kenston High School, near Cleveland, Ohio, the success philosophy of Glasser[13] is being practiced. Each student works at his own pace with audiolingual texts and tapes. No letter grades are given; the student receives a grade of "pass" when predetermined standards of mastery are achieved. A written evaluation of each individual's progress is put in his file. No failure is recorded, and there is no record kept of repetition of tests or courses.

Part of the program consists of intensive study, sometimes three hours a day. This is in preparation for their trips abroad. Most of the French and Spanish students spend the first three weeks of January in France or Mexico.[14]

Another foreign language curriculum which is engaged in highly stimulating and meaningful experiences is found in the schools of Hackensack, New Jersey. High school juniors go to Ecuador and earn six hours of college credit. The staff offers courses in foreign languages to the police department, acts as interpreters for the county court and translates letters for community agencies. They invite famous people to come to their classes; José Molina and the *tuna* group from the University of Madrid have accepted invitations. Peace Corps volunteers as well as people from many different fields also come and address the classes. In the back of the

classrooms is a guest book which contains the signatures of all visitors; this is a handy testimonial for convincing administrators of the worth of the foreign language program. The school reporter is also regularly informed of the activities of the foreign language classes.

Long after our students forget the subjunctive, they remember the songs and dances they performed and the language fairs and festivals in which they participated. Why not take a day out of the program and devote it entirely to having fun with language? Although it might resemble a miniaturized Woodstock,[15] many valuable learning experiences could result. Students could prepare foreign dishes; make regional costumes; invite musical groups; and appear in skits, dances, and songs. Admission is charged, and all kinds of prizes are awarded—popular magazine subscriptions, "hit" records, and other foreign imports. Sometimes local department stores are willing to contribute prizes. Among the various displays is a booth with literature on why study foreign languages. The community should of course be involved—storekeepers, administrators, board of education members, and the press.

Teacher Behavior and Motivation

Most of the "talk" in a foreign language class is done by the teacher. Even in a directed dialogue, the conversation is teacher controlled. To check the veracity of this statement, make an audio or video tape of several language classes. Seldom is there a real, free exchange of expression between teacher and student, and almost never between students. Students have learned that it is not necessary to listen to one another; the teacher will repeat a student's response, and after all, the teacher is the only person who says it correctly. Under these conditions, how can we motivate students who have their own ideas and opinions? Real communication on a simple level *can* occur in a language class. Simple, but true, exchanges of information about students' families, homes, vacations, and career plans can be easily expressed in the foreign language.

Throughout the school day teachers have to react rapidly to students' questions, answers, and comments. This immediate feedback can be encouraging and supportive or demoralizing and destructive.

Praise can work wonders on a student. Beadle[16] relates an experiment in which all students achieved at the same level on a test. They were then divided into two groups. The experimental group was told that they did extremely well on the test; the control group was told they had done poorly. This was followed by a second test. The results of the experimental group were far better than those of the control group.

Is it possible that teachers sometimes lose sight of their goals when giving excessive or irrelevant homework assignments? As students watch their parents relaxing after a hard day's work, they wonder why they should be required to continue working, especially if they are asked to do a meaningless, dull assignment. One of my methods professors once told us not to give an assignment that we wouldn't like to do ourselves!

I once asked a teacher why she didn't give a worksheet for a homework assignment to help her students get ready for the following day's test. She replied, "But then all the students would do well!" Assignments are to *help* students, not to punish them.

The motivation of students often depends on the motivation of the teacher. The way the teacher acts is a reflection of his system of values, and he can do a great deal to spark enthusiasm and maintain interest.

One of our local high school teachers has 150 students in her French club. Students "line up" to take her courses; she even has auditors in the back of the room. For her, teaching French is the greatest thing there is. When she talks about France she relates her experiences living with a French family and refers to them as her mother and father. Next Spring she will take her French club (all 150!) to Quebec.

Just down the street from her is another French teacher who has eight students in her club. She seldom appears at the meetings and is the first one to leave the building when the bell rings. An interesting contrast!

We who teach languages are the unofficial representatives of the country where the language is spoken. It behooves us, therefore, to instill in our students favorable attitudes toward that country. Not long ago, a Spanish teacher, just returned from a sum-

mer in Spain, was heard saying to her students, "Spain is a dirty country; all I can say is Drano for Spaino." This catchy phrase will unfortunately color the attitude of her students for a long time to come.

A factor closely related to motivation is target-setting. Students want and need to know where they are going and what is expected of them. If the goals of the course are unrealistic, the low motivated students will find it painful to compete; as a result they may give up or fail.

While behavioral objectives can be very helpful in foreign language classes, especially for the teacher, they almost always deal with skill acquisition. What about the other, perhaps more important values of language learning?

Much more attention needs to be devoted to the affective domain. Although it is more difficult to measure, there are techniques for doing so. The teacher can learn much about the student's motivation indirectly. He can suspect that the student is motivated if (1) he often checks out books on Spain from the school library; (2) collects foreign stamps, records, magazines, etc.; (3) goes to a summer foreign language camp; (4) his mother says he speaks Spanish every night at the dinner table or converses with his friends in Spanish on the telephone.

Curiosity is often the stepping stone to motivation. Teachers can create "cultural islands" or "global villages" in their classrooms. classrooms.

Alfred N. Smith recommends an effective technique for inviting curiosity.[17] Several days before teaching a poem or short story, he places a cut-out of an object in a prominent place in the classroom. The object represents the central idea of the literary work. For example, when teaching "Le Pelican" by Robert Desnos, he places an enormous cardboard pelican on the board. Although this prop arouses the curiosity of his students, he postpones answering their questions until the presentation of the poem.

Teachers often complain that students in second-year language classes are the hardest to motivate. As teachers embark on remedial work for individuals or small groups, they should guarantee immediate success experiences for all students. In early lessons, teachers should allow students to do what they are able to do well.

It is wise to start with the child's strengths and gradually introduce material he finds difficult. Further, the remedial student needs to be aware of his success. As he progresses he should see charts, graphs, and teacher praise comments on his achievement. An effective technique is to send home a brief note of praise to give him encouragement.

If the teacher is to be a catalyst, he must first of all become interested in each student as an individual. This means that he must attempt to tailor-make a program that meets the personal needs and interests of each member of his class. In so doing, he will, of necessity, select materials and topics that are meaningful to the lives of the "now" generation. He will provide time and opportunity for each person to progress at his own will and his own pace. The goal of the foreign language class will be real communication for all.

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2
The Teacher As Co-Learner: Interest-Centered Materials

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In an article entitled "The Automation of Knowledge: Are We Becoming Robots?" Lewis Mumford made the following statement:

> . . . the mischief we now confront began when the scientific leaders of western thought dismissed as unworthy of their attention that immense fund of accumulated human experience which was embodied in language, religion, art, literature, morals, folklore, and in the annals of human history as a whole. Without that foundation, it is impossible to create fully dimensioned human beings.[1]

I selected this particular quotation because it not only reaffirms my belief in the need for humanistic studies but it also places the emphasis upon the student himself, not upon external socioeconomic goals. For those who accept this view, the role of the teacher in the humanities becomes quite clear: The role is basically to put the student into meaningful contact with some portion of the nonmaterial human heritage so that he becomes something more than a wage-earning, product-buying, biped mammal. In short, the humanistic curriculum is not concerned with *making* a living; it is concerned with having a *reason* for living in the first place. The curriculum itself—in our case a particular foreign language—is not an

end in itself. It is merely a medium or a domain within which two kinds of people operate. The first type is the teacher who—whether he is a scholar or a beginning instructor—has, and will always have, a great deal to learn. That is a simple reality of the so-called "knowledge explosion."

The second type is the student. The main difference between these types of learners is that the teacher is already initiated. Or, to draw upon modern parlance, he is "into" the language; he is "hooked." The main job of the language teacher is not to dispense his limited fund of knowledge to the student. Much of the knowledge-dispensing process can be performed adequately with books and machines. The function of the teacher which raises him above the role of instructional technician has to do with those interpersonal relationships which cause the student to *want* to do things with the language *on his own*—that is, to become autonomous in the foreign language. The artistry involved in cultivating this interpersonal relationship between pupil and teacher is at the heart of education. It always has been from Socrates down to the present. Thus, the idea of the teacher as co-learner is not a new one. It has always been the job of the teacher to continue learning about his students and about his discipline. However, in modern mass society there are many things that tend to destroy this interpersonal relationship. Perhaps, as Marie Alter suggests in her *Modern Case for German*, alienation is a key problem.[2] And my reports from the field indicate that attitudes of alienation are exhibited by an increasing number of language students today. Students appear to be increasingly mistrustful of the teacher's motives and skeptical regarding the value of what he has to offer. Understandably, teachers tend to be resentful, bewildered and angry with students who often display their alienation by being hostile, unproductive, or generally uncooperative. This, in turn, deepens the rift. And, to the degree that interpersonal relations between the adult and the youth world break down, education in any real sense will suffer. In this regard, I recently saw a poster prominently displayed in the window of a student residence on a university campus. It read simply:

I do not exist
To fulfill your
Expectations.

These short lines summed up to the belief, expressed by many students today, that the adult world is merely trying to foist off its worn ideas upon the younger generation without concern for the needs of students as individuals. However, I read the poster from the other side of the generation gap. And I suddenly recalled the following short poem by Steven Crane:

> A man said to the universe:
> "Sir, I exist!"
> "However," replied the universe,
> "That fact has not created in me
> A sense of obligation."

To me, this symbolizes the reaction of many adults toward rebellious or "turned-off" members of the youth subculture. There is a tendency to say that the world, as it has always existed, was good enough for previous generations. Why should the more knowledgeable adult world feel obligated to make special concessions to members of the present younger generation merely because they have noisily announced their presence in the world?

And thus the polarization grows, with the older generation being thought of as irrelevant, stuffy, and authoritarian; the younger generation as ignorant, ill-bred, and arrogant. Until this process can be reversed, very little of a positive nature will be realized in education. For education requires a strong, positive attitude on the part of both the learner and the teacher. They must feel favorably inclined toward each other and toward that which is to be learned. For it is obvious that the initiation function of education cannot be realized if the learner has no confidence in the value of the discipline or in the integrity of those who practice it. Tragically, we appear to be caught in a vicious downward spiral. Our technological society has tended to downgrade humanistic content and to eliminate the kind of humanizing educational experiences Mumford alluded to in the quotation above. This, in turn, has caused an increasing number of students to reject the very institutions and people who are in the best position to eliminate the causes of alienation. It is my contention that the major task of contemporary educators is to reverse this trend. The role of foreign language educators at all levels is to find specific ways in which they can contribute to that goal.

First, however, let us take an honest, critical look at our own profession and consider certain areas where we, as members of the adult foreign language community, may have contributed to the problem. Let us also look to the past, as Mumford has suggested we should, for many of our present educational ills are the result of inherited social patterns in the schools that do not fit well with present realities.

Student Interests and Societal Needs

Historically, almost by default, American education became involved in the process of Americanizing and Anglicizing disparate groups of non-English-speaking children. In 1909 Cubberly expressed this idea with remarkable clarity. As he saw it, the purpose of the schools with respect to minority groups was

> to break up these groups or settlements, to assimilate and amalgamate these people as a part of our American race, and to implant in their children, so far as can be done, the Anglo-Saxon conception of righteousness, law and order, and popular government, and to awaken in them a reverence for our democratic institutions and for those things in our national life which we as a people hold to be of abiding worth.[3]

This basic attitude has remained rather constant over the decades. Thus, we have Brogan, in his book on *The American Character*, stating in 1944 that "The political function of the schools is to teach Americanism, meaning not merely political and patriotic dogma, but the habits necessary to American life."[4] These quotations are representative of attitudes that have prevailed during the first half of this century among people who control school policy. What they suggest is that the basic intent of mainstream education has long been at cross purposes to the avowed goals of foreign language educators. While we have been trying to promote the ability of young people to function in a second language and to understand a second culture, the schools have inadvertently been attempting to obliterate all traces of non-Anglo patterns of language and culture. It is no coincidence that America is the only developed nation in the world that deprives a majority of its children of any significant contact with a second language. It is probably also no accident that, as foreign language educators, we have tended to look to established

authority figures to give us an acceptable answer to the question of why we should exist at all. Consider, for example, that for more than a decade we have accepted with little protest the basic principle that foreign language study is justifiable primarily because it is "in the national interest."[5] The profession also willingly accepted millions of dollars in federal funds for equipment, materials, and teacher inservice education to improve foreign language instruction under the terms of a program called the "National Defense Education Act." Note the implication that foreign language study is justified, not because it is good for students, but because it is for the good of the society and for the defense of the nation.[6] Significantly, this emphasis tended to produce an autocratic instructional methodology modeled after the so-called "Army Method." In applying "new key" methods most teachers used common sense and made the necessary modifications in line with local realities. In some cases, however, the result was a reinactment of that old sadistic joke in which a child asks, "Mommy, when do we get to France?" And the mother answers, "Shut up and keep swimming." Similarly, we have had students asking, in effect, "When do I get to use the language to express *my* ideas?" And, too often, the answer has been, "Shut up and keep memorizing." A recent interaction analysis study of 54 third-year classes in the midwest provides some evidence that this is, indeed, the state of things. For, if we extrapolate from the findings it would appear that, even at the third-year level, no more than an hour or two a year are allotted to having individual students express their own ideas in the foreign language.[7]

Now, if we accept the philosophy implied by all of this, the teacher's role becomes a relatively simple matter. There is certainly no need for the teacher to be concerned about student interests or about being a co-learner with them. It is only necessary to define precisely what content is to be imposed upon students (for the ostensible good of society) and then systematically to impose it. Advocates of this philosophy often suggest the use of an industrial-type of "systems approach" in the belief that it provides mazimum efficiency and accountability to taxpayers. As an example of this let me quote Banathy who states that, in developing a curriculum "based

on an analysis of second language competencies used and needed in our society . . . first we should ask the question: What is worth learning? Second, we should investigate the least expensive way to learn whatever is worth learning. Finally, we are to find out the most productive way to pay for whatever learning is to take place."[8]

At this point, let me summarize the basic steps of an educational systems approach: Step one is to take the prescribed curriculum which a panel of experts has certified as "worth learning" and to prepare behavioral objectives for it. Step two is to break the curriculum into sequential segments, the acquisition of which can be measured. Step three is to find the most efficient way of manipulating students toward the pre-established "terminal behaviors." Step four is to train teachers or other technicians to use the system effectively.[9]

This is where we inevitably end up once we accept the basic assumptions of the behaviorist, the "technocrat," and the social engineer. Behind these assumptions is the all-inclusive assumption that the educational system is like the factory production line, that it is product oriented, that the purpose of education is to turn out socially and economically desirable "products" in the most efficient way possible. In this view, students are merely raw material to be shaped according to specifications. Teachers are "components" in the system,[10] who are useful insofar as they contribute to efficiency in producing the desired finished product. Where they do not so function, they are to be replaced by more efficient technological devices.[11]

I have mentioned the systems approach here partly because of its current popularity in certain circles and partly for the purpose of contrasting it with an instructional model which is the exact opposite. I am also of the opinion that, if it is ever implemented as a curricular delivery system, the systems approach will insure the same kind of total alienation that it has produced in its application to the industrial assembly line.

Interest-Centered Curricula and the Modern Humanistic Approach to Education

I would like to suggest that we consider an alternative educa-

tional model which, from the psychological standpoint, is based upon observations of human potential rather than upon data relative to the learning limitations of rats and pigeons or to the empirically determined (and hence mediocre) behavioral norms of the nonexistent "average" man or woman.[12] For want of a better name, I will refer to it as a "modern humanistic" model.

One assumption of this model is a rejection of the idea that there is some identifiable body of subject matter which can be empirically determined by experts in connection with societal or individual needs. In my opinion the empirical approach simply does not hold up in practice. No matter how well it is organized, the value of subject matter will still be perceived differently by each individual. Varying conditions of birth and socioeconomic background make this inevitable. No matter how many behaviorist word games the educator plays in preparing uniform objectives, he will still find that every faculty member and every student has a different idea about that subject matter and its value. The humanistic model also rejects a passive role for students and teachers; above all, the pedagogical climate must not put the student in the position of waiting to be processed according to uniform specifications. Instead, the individual is viewed as an active and interactive organism with his own unique mental make-up and with an innate desire to put purpose and meaning into his ever-changing environment as he interacts with it. He is not merely waiting to be "shaped" in accordance with frozen standards from the past based upon someone else's perception of what is relevant.

This leads to the further assumption that knowledge should *not* be pre-organized and pre-digested for students. It rejects the pedagogical paradigm that has a teacher ladling out doses of knowledge in a predetermined sequence and in a predetermined manner, all the while giving solicitous pats on the head for performance which pleases him (the teacher). And, in fact, the technique of dispensing contrived rewards for "correct" responses has *not* worked out so well with real human beings as Skinnerian psychologists would have us believe.[13] Even using their own supposedly empirical techniques of evaluation, there is little evidence to show that Skinnerian methods have succeeded in foreign language education.[14] It should

be noted also that the accountability-oriented performance contracting system has failed to produce better results than have traditional methods.[15]

In my opinion, one reason for this is that Skinnerians have failed to grasp the principle which field psychologists refer to as "life space." A person's life space can encompass his perceptions of past, present, and future events. Whatever is in a given person's life space at a given moment is important to him; everything else is irrelevant. Or, as the psychologist, Jerome Bruner, has expressed it, "You must get the perceptual field organized around your own person as center before you can impose other, less egocentric axes upon it."[16]

To apply this to the present discussion of interest-centered foreign language programs it means simply that, if the student is to put forth the kind of sustained effort that is required to master any second language, he will have to see some good reason for doing so. It is also to suggest that the only foreign language education worth the name is that which results from intrinsic motivation. To be sure, at the outset, the student may have been drawn into foreign languages by extrinsic motives such as credits for high school graduation, college entrance requirements or by the hope of enhancing career goals. But if the language-learning experience is to have any permanent value to the student, he must perceive it as producing some important inward change in him (or her) as a person. Those who identify with the modern humanistic school of pedagogical thought refer to this phenomenon by such terms as the "need for self-actualization" or the "need for any experience to become a meaningful entity in one's life space." At a less sophisticated level there are those who talk about education in terms of "relevance" or "doing your own thing." Whatever the jargon, the intent is the same: The primary motive for learning must lie in the emotional and intellectual commitment of the student. In short, the student learns because he personally perceives that learning as being intimately connected with personal self-fulfillment.

However, the point should also be made that terms like "relevance," "self-actualization," and "doing your own thing" are rather dangerous half truths unless they are put into a suitable con-

text. And, where education is concerned, that context is the curriculum. One does not self-actualize in a vacuum. One does not run around scattering relevance upon the world if his only equipment consists of "gut-level feelings" combined with ignorance and youthful self-righteousness. If the leaders of the so-called "Now Generation" had less disdain for the past they would be aware that their ideas have been more forcefully and sensibly articulated by various members of the "then" generation over a period of more than two centuries. In fact, in 1762 Rousseau made an eloquent case against authoritarian teaching in favor of the student learning according to his own natural bent. Rousseau might have been speaking directly to the puzzled U.S. Office of Education officials who wonder why the billions of dollars spent on improved reading programs have brought little in the way of perceptible results. Over 200 years ago Rousseau said that reading

> by some strange perversity ... has become a torment for childhood. Why should this be? Because the children have been compelled to learn it against their will, and made to put it to purposes which mean nothing for them. Great stress is laid on finding better method of teaching children to read. Reading cases and cards have been invented, and the child's room has been turned into a printer's shop... Fancy all this elaborate contrivance! A surer way that nobody thinks of is to create the desire to read. Give the child this desire and have done with gadgets and any method will be good.[17]

With a few changes in wording Rousseau could also have been talking to the contemporary researcher in foreign language education who can find no perceptible improvement in student achievement despite all the billions of dollars spent on electronic gadgetry and upon a host of alleged methodological "breakthroughs." The answer is the same; "give the student the desire and any method will work." In other words, student interest is the key; without it, methods and gadgets are irrelevant.

Throughout *Emile* (his classic book on education) Rousseau emphasized the role of the teacher as getting the student to want to do something which is worth doing. Or, to apply the contemporary jargon, in the instance cited above, Rousseau's methodology for teaching reading is to get the student to see reading as a means to self-actualization. Unlike many generations of so-called "Rousseauian

Romantics" who misapplied his theories, Rousseau saw "well regulated liberty" as the only instructional method that can succeed.[18] The regulation in education comes from the standards inherent in the worthwhile esthetic and intellectual resources of human culture. Progressive educational theorists from Rousseau to John Dewey and beyond have generally noted this relationship between pupil and subject matter. The role of the teacher is not to pander to student "wants" or "needs." On the contrary, to attempt to base a curriculum on the confused and transitory gropings of youth is for the adult world to declare intellectual bankruptcy. Yet this, in effect, is what many Rousseauian romantics of the past have done and what many of the allegedly avant-garde "free school" advocates of the present are doing.

Even Jonathan Kozol, an outspoken critic of public schools (and an advocate of free schools), has noted this tendency in the free school movement. In a recent article he condemned both extremes of teacher behavior. As he put it, "In an effort to avoid the standard brand of classroom tyranny that is identified so often with the domineering figure of the professional in the public system, innovative free-school teachers often make the grave mistake of reducing themselves to ethical and pedagogical neuters.... It is just not true that the best teacher is the one who most successfully pretends that he knows nothing."[19]

Thus, the real danger of interest-centered programs is that they tend to sacrifice the integrity of the discipline. Student gratification tends to become an end in itself without regard for what is learned. For some reason this has been the fate of many major educational reforms throughout history. Dewey saw it happening in the progressive education movement as early as 1902, and he warned that such excesses in the "new" (progressive) education would only lead to the re-implementation of an extreme form of the old authoritarianism. As he put it:

> If ... the "old education" tended to ignore the dynamic quality, the developing force inherent in the child's present experience, and therefore to assume that direction and control were just matters of arbitrarily putting the child in a given path and compelling him to walk there, the "new education" is in danger of taking the idea of development in altogether too formal and empty a way. The child is expected to

> "develop" this or that fact or truth out of his own mind. He is told to think things out, or work things out for himself ... Nothing can be developed from nothing; nothing but the crude can be developed out of the crude—and this is what surely happens when we throw the child back upon his achieved self as a finality, and invite him to spin new truths of nature or of conduct out of that. It is certainly as futile to expect a child to evolve a universe out of his own mere mind as it is for a philosopher to attempt that task. Development does not mean just getting something out of the mind. It is a development of experience and into experience that is really wanted.... The problem of direction is thus the problem of selecting appropriate stimuli for instincts and impulses which it is desired to employ in the gaining of new experience. What new experiences are desirable, and thus what stimuli are needed, it is impossible to tell except as there is some comprehension of the development which is aimed at; except, in a word, as the adult knowledge is drawn upon as revealing the possible career open to the child.[20]

Dewey emphasized the need for the student to enrich his own experience by drawing upon the experience of the adult world, past and present. In our case, that bit of adult experience (or the aspect of the cultural heritage with which we are concerned) is a given foreign language which we as language teachers have acquired to varying degrees of proficiency. It is my feeling that we in foreign languages have tended to err in the direction of giving too much structure. I am convinced that most people who have decided to become foreign language teachers enjoyed the process to some degree. That is, language learning was hard work, it was demanding, but it was satisfying. However, we tend to forget, that it was, after all, a *process*. Now, increasingly, we are being asked to cut up and pre-package that process as if it were a product. I refer, of course, to the behavioral specificationists who would have us split up a language into little learning increments which can be checked off as having been consumed and digested by students. This kind of education existed in Dewey's day. In his view, with such an approach, "The result is ... a deadly reduction of serious occupation to a routine efficiency prized simply for its external tangible results. Achievement comes to denote the sort of thing that a well-planned machine can do better than a human being can, and the main effect of education, the achieving of a life of rich significance, drops by the wayside."[21] To put it simply, specificationism involves the application of a simple-minded approach to the highly complex problems of education. The permissive approach, however, tends to be

equally simplistic by virtue of its failure to introduce in a systematic way anything that is worth learning.

Student Interests versus Standards of the Discipline

Thus, in building interest-centered programs, great care must be taken to maintain standards. Let me draw from another field of study to clarify what I mean by *standards*. I know a guitar teacher who has a waiting list for students, some of whom want to play classical music, others folk music, others rock music, and so forth. Whatever the student is interested in doing becomes the starting point. However, although the content is oriented to outcomes students perceive to be relevant, this teacher also has standards. For example, students must drill on the correct use of the right hand and left hand, and they must learn to read music insofar as such reading pertains to what they are trying to do. However, there is always a direct, perceptible line between student practice and where that practice leads. That is, there is an emotional "payoff;" hours and hours of tedious struggles with frets and strings produce an outcome which has personal meaning to the student. We must create a comparable situation in the foreign language classroom. And, the satisfactions must not be postponed until the advanced levels; with today's students—the so-called "now generation"—it is obvious that we cannot simply prescribe one series of dialogs and pattern drills after another. There must be a visible personal outcome for each practice session.

However, another obvious fact is that, in contrast to the learning of vocal or instrumental music, audio language production requires a vehicle beyond itself. A person singing and playing a guitar can enjoy the experience almost anywhere, alone or in groups. However, after the novelty has worn off, there is not much satisfaction merely in hearing one's own voice, even in a second language; it is not like playing one's own music. So, what is required is the creation of situations in which it makes sense to the student to use the foreign language. Ultimately, this must refer to something in which the student is interested, for without positive feelings toward language study, whatever skills the student acquires are quite transitory. Worse yet, the results can actually be negative. Within the profession we have a classic example of negative results. I per-

sonally know a number of educational administrators who are actively hostile to languages precisely because they had been compelled to acquire an absurd minimum level of reading skill to pass a doctoral reading exam. They had met the behavioral objectives; they had passed the reading exam; they had earned their doctoral credentials. Yet they had failed to develop any emotional commitment whatever to foreign language study. On the contrary, they had cultivated a deep-seated distaste for everything that had to do with foreign languages. This is merely one blatant example of the simple fact that our salvation as a profession does not lie in standards and requirements that are imposed from above. Instead, it lies in standards the student chooses to internalize because he feels deeply that it is worthwhile to do so.

Instructional Content and Student Interests

At the beginning instructional levels, we must not look for olympian guidance regarding content. Instead, we must seek out content which answers the following questions affirmatively:

1. Is it a genuine sample of cultural or linguistic material?
2. Does it fit the student's level of maturity and intellectual development?
3. Is it appealing to the student; that is, does he perceive it to be interesting or worthwhile?

There has been a tendency to define standards in terms of literary and philological material. From the standpoint of general education—which is the basic function of the secondary school—this preoccupation with belletristic content is highly questionable. It makes no more sense to expect all students to fit initially into a regimen based upon specific literary works or upon particular concepts relative to the history or nature of language than it does to expect all people to respond to a single type of music, a particular school of painting, or a given lifestyle. In short, the intellectual and esthetic values inherent in foreign language learning are much broader than that which can be fit into the rather esoteric content of the literature-oriented language program. Or, to put it positively, the language of each of the various target cultures represents a wide spectrum of potentially stimulating content. Literature provides only one small ray of light (a brilliant one, to be sure) in the cultural

spectrum of any given nation. Literature is obviously a good thing. However, the appreciation of works of literature in the foreign language is a *culminating* experience which is best realized in the context of a broad cultural awareness by a student who has achieved a considerable degree of sophistication in the second language. To introduce foreign language literature to students who are culturally and linguistically naive is to invite them to regard foreign language study as confusing, elitist, and basically irrelevant. After all, the most basic aspect of humanistic studies must be a feeling of satisfaction in what one is doing. This applies not only to the scholar who is engrossed in his research, but also to students at all levels of instruction. Most of all it applies to literary pursuits. As Robert Stockwell so aptly expressed it over 10 years ago: "Surely, for literature to convey any other value whatever, it must first give pleasure. And to enjoy it, one has to handle the language with a measure of ease. For the benefit of literary studies, the student must have the ability to handle the ordinary nonliterary language comfortably."[22]

If this reasoning is correct, the interest-centered approach would be of benefit to even that small (and decreasing) number of students who will some day pursue literary studies in higher education. However, for the secondary school teacher, an interest-centered curriculum could well mean the difference between having and not having a language program by the end of this decade. If present trends toward electives and away from requirements continue, the "college prep" rationale for high school study of languages will lose what little force it may still retain. In any case, it has always been a highly questionable procedure to suggest that high school language study exists *primarily* as an entrance ticket to higher education. The counter implications are that it has no inherent value of its own and that there is nothing in it to interest the noncollege-bound student.

I am also convinced that the more romanticized extrinsic rewards we have been inclined to give will carry very little weight in the future. It will be increasingly futile to claim, for example, that students need German for science, French for tourism, Spanish for commerce, Russian for national defense, or foreign languages in

general for careers. Marie Alter has commented on this at some length. In a booklet entitled *A Modern Case for German*, she states:

> However valid these reasons are, offering them today for public consumption is often like urging rich food on a man who is dying of thirst. If we want to buy what we have to sell, we must persuade him that it will satisfy his need. Instead of praising virtues that seem of little relevance to our clients, let us rather find out what needs of our clients we are able to meet, and pitch our sell in that direction. Some attempts have been made in that spirit. Self-understanding, for example, is as valid today as it was fifteen years ago.[23]

And she concludes her *Modern Case for German* with these words:

> Replace the old image of an austere and difficult subject, reserved for the mature, motivated, intelligent student who knows what he wants and where he is going, with a more frivolous but much more attractive image of a 'fun' subject for everybody, taken at least partly for enjoyment. A subject, furthermore, which has not fossilized in splendid isolation from the changing world, but, on the contrary, is changing with that world, projecting its substance in new forms, issues and games of society, opening channels to all directions. A subject which does not limit its relevance to a past culture or current pragmatism but wants to be and is relevant to life. A young subject, a dynamic subject, a modern subject.[24]

However, if all this is to be accomplished, there are certain other stereotypes we will have to live down. In addition to the public image of foreign language study as being exclusively for a small intellectual and socioeconomic elite, there are other factors that tend to place it outside the educational mainstream and show it to be running counter to social trends. For example, at a time when academic subjects are being "clustered" into patterns combining general education with career education, a Gallup poll showed "the ability to read or speak a foreign language" as the last choice in a list of 48 items that parents think their children should learn in school.[25] In an age when equlity of the sexes is receiving considerable attention, the evidence indicates that foreign language study is heavily biased *against* males. That is, men not only tend to avoid it as a teaching career,[26] but male students also tend to consider it less interesting than do female students.[27]

An Interest-Centered Curriculum: Some Practical Considerations

The implications of the foregoing discussion are that the co-

learner function of the teacher will involve, among other things, learning how to develop materials that appeal to a wide range of student backgrounds (not merely to the middle-class, college-oriented student). It also means making proper adjustments in content and method so that languages do not discriminate against one sex or the other. As Jakobovits expressed it during the 1970 Northeast Conference:

> "An effective foreign language curriculum ... will offer courses that teach specific goals in which the student is interested ... It will use methods and techniques that take into account the individual learner's characteristics ..." Jakobovits advocates what he calls "an *individuated* curriculum" which allows the student to choose only that foreign language content that interests him. He denies that there is any single learning sequence which all students must go through. In place of that, he recommends a series of "how to do it courses," which the student can pick up cafeteria style. He lists courses, such as "to converse with the native on travel and shopping," ... "to understand foreign movies," ... "to be able to read newspapers," and "to listen to radio broadcasts."[28]

As Jakobovits sees it, the curriculum should consist of a series of learning "packages" based upon topics of this type which students are free to select. However, there is some question as to how realistic this is. For example, "listening to radio broadcasts" certainly intends to do more than cause eardrums to vibrate in response to foreign sounds. If we examine what this "more" involves we find that the student will need to discriminate aurally basic phonological differences; he will need to determine the tense, mood, person and number of verbs; he will need to know case, number and gender for nouns; he will need a substantial vocabulary.

Obviously, all of this leads us directly back to the self-evident fact that, before the student can pursue such global interests through the foreign language, he must first get control of certain basics. Thus, in his examples, Jakobovits must certainly be referring to students who are at some advanced stage of progress in the language. Reading newspapers, for example, is one of the more difficult reading tasks because of localisms, journalistic jargon, and the concise nature of journalistic style. Comparable problems exist with respect to "understanding movies" and "conversing with the natives." Certainly, there *is* value in having a wide variety of interesting options for students in

the advanced courses. Exciting advanced-course options can give favorable feedback to students in the beginning levels which can, in turn, increase enrollments beyond the second year. But in itself this is not enough. The most basic problem still is how to make the first two years of language study interesting—that is, how to provide for "creative" student involvement during the period when the student's control of the language is minimal. I think it is totally unrealistic to expect teachers to design an elaborate series of interest-centered courses for these levels. They simply do not usually have the time and financial resources to do it. Thus, there is still a place for the basic text series. However, within the text the teacher must feel free to supplement mercilessly and to replace nonfunctioning elements of it as needed. As a group of Canadian language teachers expressed it, "The textbook is still needed to introduce the students in an orderly progression to the structural concepts of the language. It should serve as a ready reference; but it must be expanded and reinforced by a rich variety of supplementary current materials through the inventions of the imaginative teacher."[29] These teachers believe that it is particularly important to provide "supplementary material for active communication, that is, material which will relate directly to one's own immediate environment, so that the student can express himself in terms of his multi-faceted surroundings."[30]

Now, obviously there is no simple formula for this sort of thing. In fact, I am convinced that it is impossible to transplant any given set of conditions and instructional techniques from one school district to another. Despite past efforts to standardize methods, we still end up with a particular teacher—who has a particular personality and professional background—teaching in a particular community on a particular day with a particular group of young people who are in a particular mood. It is sheer folly to attempt to provide a teacher in advance with a set of specific behaviors that can be conveniently "plugged in" to fit the demands of all possible future situations. Only the people who are closest to the situation have a chance of doing that. And, basically, that means the teacher and the students. Instead of a prescribed methodology, what is needed is a myriad of approaches; we all thrive on variety and nonpredictability. Part of the new teacher role is to experiment with many techniques and to obtain

feedback from students to find out what works and what does not. In some cases a student project or a field trip may get good results; if overdone, however, such activities can become counterproductive. Similarly, independent study can prove satisfying to some students. However, if independent study takes the form of a standardized pattern of contracts and unipacs with little or no peer-group interaction, the results can be quite deadly. Thus, many of the activities listed below—which have worked well for some teachers—might not suit other situations.

Examples of Interest-Centered Activities that Teachers have Used Successfully

Pen, tape, and slide exchanges with students in the target culture
Audio-visual productions by students with foreign language script and taped narration by students
Student posters with foreign language captions blown up from black and white photos
Ecology units in French, German, and Spanish
Summer camp foreign language experiences and travel abroad
Field trips to places that reflect the appropriate foreign language or ethnic background
Creative application of first-and second-year dialog materials with students supplying their own learning mediators
Questionnaires to determine student satisfaction (or lack of it) with given instructional techniques.
Survey forms to compare attitudes of the students in the class with those of students in the target culture.
Language fairs with participation by students and people in the community.[31]

What underlies all of the above listed activities is the philosophy that the foreign language teacher should develop a program that:

1. Capitalize upon student interests
2. Get students actively involved in using the foreign language to express their own perceptions of reality
3. Involve students in decisions concerning course content
4. But insist upon maintaining those standards which are inherent to the language.

A final practical consideration has to do with the attitude toward materials and equipment. In this regard what is now needed is an extensive library of books and audiovisual resources for student use and reference. Also needed are production supplies that enable students to create their own films, slides, sound-tracks, tapes, and foreign language publications. Devices that allow for creative production are needed to supplement those that are limited exclusively to more passive activities.

Notes

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10. R. M. Gagne, *The Conditions of Learning*. New York: Holt, 1965. An entire book devoted to the basic idea of the systems approach with a detailed discussion of the steps involved in implementing such an approach across the curriculum.
11. Raymond E. Callahan, *Education and the Cult of Efficiency*. Chicago: University of Chicago Press, 1962. A documentation of the efficiency-expert mentality as it has operated from the turn of the century through to the 1960s.
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15. Ellis B. Page, "How We All Failed at Performance Contracting," *Phi Delta Kappan*, Vol. LIV, No. 2, (October 1972), pp. 115-117.
16. Jerome S. Bruner, *Toward a Theory of Instruction*. New York: Norton, 1966, p. 28.
17. William Boyd, ed. *The Emile of Jean Jacques Rousseau*. New York: Teachers College Press, 1966, pp. 52-53.
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19. Jonathon Kozol, "Free Schools: A Time for Candor," *Saturday Review* (March 4, 1972), p. 51.
20. Martin S. Dworkin, *Dewey on Education*. New York: Teachers College Press, 1967, pp. 101-102.
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22. Robert P. Stockwell, "Literature, Language Teaching, Linguistics," *ACLS Newsletter*, Vol. XIII, No. 8 (December 1962), p. 7.
23. Maria P. Alter, *op. cit.*, p. 17.
24. Maria P. Alter, *op. cit.*, p. 24.
25. Elton Hocking, "Culture, Relevance and Survival," *Modern Language Journal*, Vol. LIV, No. 8 (December 1970), p. 588.
26. Elton Hocking, "Literature or Basketball?" *The DFL Bulletin*, Vol. V, No. 1 (October 1965), p. 1.
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3
The Teacher As Quality Control: Program Options

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A feature article titled "Dropouts Reject Boring, Restrictive Schools" appeared recently in one of the local papers of a fair-sized southern city. The criticisms directed to the secondary schools of that city were typical of those that might be heard anywhere throughout the country, and with only a change in some of the references they could as easily apply to the colleges and universities as to the secondary schools. "You learn more in the street than in the school," one accused. "School is too boring," said another. "I love school, but I hate the system," was the view of a third; "The only thing I liked about it was shaking down someone behind the school after lunch."[1] One might assume that, although these students did not name the teacher directly, the teacher is a part of the system being criticized, a contributor to the boredom, one of the reasons why students do not learn. We have heard the same themes expressed many times before in recent years by such critics as Ivan Illich, John Holt, and Charles Silberman. In response to the question "If America's schools were to take one giant step forward toward a better tomorrow, what should it be?" Holt replied:

> It would be to let every child be the planner, director, and assessor of his own education, to allow and encourage him, with the inspiration and

> guidance of more experienced and expert people, and as much help as he asked for, to decide what he is to learn, when he is to learn it, how he is to learn, and how well he is learning it.[2]

Is all of this to be taken to mean that the teacher is a failure, that his role is a useless one, that his future is hopeless? Should we fold our tents and slip away rather than subject ourselves to the verbal missiles being hurled through the schoolroom windows? Should we sink into depths of depression, demoralized by the sense of failure—deserved or not—being forced upon us?

Let us take a look at the theme of this conference: "The Foreign Language Teacher: Present and Future." Whoever devised that theme seemed to imply in his wording that the foreign language teacher does indeed exist today and that he will have a future. I would agree with that simple but important assumption. The conference managers went even further in spelling out his role: as a catalyst for learning, and as a colearner with his students. I take comfort that I am not alone in believing that the teacher's role is equally as demanding, responsible, challenging, and exciting —as much so, perhaps, as ever before.

Let us also analyze what the students said. The one who indicated that he learned more in the street than in the school was not writing us off altogether, I do not believe. He did not say that he did not learn anything in school. And, after all, we have all learned some pretty exciting things in the street, so we cannot discount the street as a very challenging competitor. One kid even said he "loved" school—he just hated the "system," whatever that is. There seems to be lots of room for hope there. "School is too boring" does not seem to be an absolute, devastating criticism for which we could not in some way find solutions.

John Holt's revolutionary views do not eliminate the concept of the teacher. He has spent most of his career as one. Holt calls for the "inspiration and guidance" of people more "experienced and expert" than the child, and he would have these people give the learner "as much help as he asked for." Can we not rise to accept that challenge? Maybe we have not done such a good job in the past, but is there much convincing evidence that the new revolutionaries are succeeding to a greater degree?

Let us also take a look at some factors from our own field which I have not previously introduced. Anyone who is in any way involved with the public soon realizes that he rarely hears from those who are happy with his services, even from his most sincere supporters. It is the dissidents, legitimate or otherwise, who tend to make themselves heard. ***I maintain that there are many students who are at best reasonably well satisfied with what is happening in their foreign language classes.*** Why else in my state (and I mention my own as an example only because I have specific information from it) do we have within three points of the largest percentage of students ever to enroll in foreign languages in the public secondary schools? Why else would there be many cases of college foreign language enrollments on the increase again now that the requirement demise has had its initial effect? We were particularly happy to learn that Latin enrollments have increased this year in almost every college and university in Virginia. Why else is German growing practically everywhere? Why else would many college chairmen report that their students are staying with a foreign language for a longer sequence of courses than they used to? Why else would these same chairmen in my state have reported in October 1972 that their students were more seriously interested in studying a foreign language than students in years past? True, these generalizations do not fit every school in Virginia, and I am sure, many in other parts of the country; but they constitute encouraging evidence that I do not believe we should overlook.

Let us not lose sight, either, of the fact that this is a period when Americans are scrutinizing the worth of almost every facet of our lives and there is *much* that is good about that. Ralph Nader and company assert that the cereal on our breakfast tables isn't all that it is crackled up to be, but they do not seem to be saying that Kellogg's should go out of business and that we ought to go back to puffing our own rice. Blacks, chicanos, Indians, women, and other groups continue to say that they are not exactly getting a square deal out of life in these United States, but I have not heard of many blacks who have returned to Africa or of many women who would choose a life without men.

We must realize that most of the criticism expressed in American society today—including that directed towards education and

specifically foreign language education—can be used constructively, even if some of it is not voiced for constructive purposes.

I am indeed encouraged— although not overconfident—with the present state of affairs in foreign languages. I have already presented some evidence to corroborate my optimism, and I could easily continue to build that case. In the essence of time, I shall not; but I hope that I have made the point, for I think that teachers need to be encouraged to meet the new challenges that face us by being told that there is some good in what we are now doing. A little positive thinking is not only good for us, it is essential.

What we need, I believe, is a new sense of direction to help reestablish our equilibrium and get the momentum going again. Now that the walls about which Lorraine Strasheim and others talked a few years ago have been at least partially torn down, what is to orient us and give us new perspective?[3] What are we to do with the student who comes back from a summer of living with a German family, knowing more perhaps in some respects about German ways of life than we do? How can the teacher who dared to get into the continuous progress system this year grade his students and award credit? How can the college instructor plan and organize his program so as to maintain the interest of the architects, the engineers, the pre-med, the political science and the business students that are sitting in his classes, even though they are not required to be there any longer? Yes, the walls are coming down. True, many of them are still standing unshaken. Others are being gradually eroded. Still others are crashing one. It often means that we have to pick up the pieces and start all over again. How do we do that? Let us take a look at a few of the ways in which teachers have picked up the pieces as the walls have gone down.

Individualized instruction is the term that is on everyone's tongue. It is perhaps the most popular of the new options. I choose it first and will elaborate more extensively because, in spite of the fact that the literature is full of articles on this topic, there is an important point of view that I do not think has yet been made clear. Also, many program options may be subsumed under this general heading. I would begin by observing that there is nothing new about the con-

cept. In fact, as I see it, we are just getting around to applying John Dewey's philosophy a little more frequently and effectively than we have in the past. Individualized instruction is very much a matter of degree rather than an absolute. This is what I do not think has been communicated very clearly. I believe that we are making a serious mistake in equating it almost exclusively with the continuous-progress system in which each student moves at his own pace. That is one of the more advanced stages of the concept that should serve as a goal for many of us but that we must all be honest and recognize is, for many reasons, beyond the grasp of the majority of us in the foreseeable future. The danger of equating individualized instruction with the continuous-progress system is that the majority of teachers who cannot go that far will sit back and not do anything. We are making the same mistake with it that we did 15 or so years ago when the reading-writing goals shifted to the listening, speaking, reading, and writing goals. We are getting all hung up on the methods and losing sight of the concept. The concept is what is important. If we view individualized instruction as a goal that can be sought in varying degrees, every foreign language teacher can, if he tries, take at least one or even a few steps along the way. If we continue to look upon it exclusively as continuous-progress learning, we are placing it out of the hands of most of the profession; and, more seriously, we are helping to minimize its potential impact upon the majority of our students. The philosophy of individualized instruction is directed to helping each student maximize his ability and circumstances for learning.

Let us not be guilty at the same time of talking only to the few in our profession who can go the full route of continuous-progress instruction. This would be a new kind of elitism among ourselves, such as we have often been guilty of imposing upon our students in the past and which many of us are now trying to overcome. My concept of individualizing is really that of breaking the lock step of instruction to whatever degree it can be done. It thus becomes a continuum that includes the entire range of approaches, even in the conventional classroom—from the use of eye contact between teacher and student, to personalizing the dialogue, to the use of group instruction within the class, to differentiated assignments, to mini-courses, to the continuous-progress approach. And I am only selecting some representa-

tive choices along that continuum. You could add dozens more. Individualized instruction thus becomes an attainable goal for every teacher in this room, or anywhere else in the country.

Whatever happened to another program innovation or option about which much was said two or three years ago? Whatever happened to those history-in-French and biology-in-German classes, many of which are no longer around? Was that just another flash-in-the-pan venture? It seems to me that it was not, that that concept has become more securely if less obviously rooted in the foreign language curriculum. The special-course approach to applying the interdisciplinary concept, however, seemed to be in most cases a developmental phase that helped to establish direction for the choice of content in conventional courses. From what I observe, more teachers are including a wider range of themes and topics than ever before within their regular classes. They are doing so, however, by such means as using textbooks with more varied material, by allowing and encouraging students to pursue personal and individual interests, or by organizing units of instruction around such topics as French cooking, the woman in Latin America, Greek and Latin in scientific terminology, and the German automobile industry. As in the case of individualized instruction, the garden variety of classroom teacher in schools and colleges can accept the interdisciplinary challenge if he approaches it in moderation by broadening and diversifying the scope of the content within his conventional classes.

There seems to be no end to the program options being tried these days by teachers responding to the challenge of the new relationship with their students. Many of them, such as two that I discovered recently, are designed to accommodate local circumstances. I mention these two, not because they are exemplary, but because they are typical of the new look in foreign language classrooms. In one school I am acquainted with two teachers of French who have their fourth-year and second-year classes meet together twice a week. Much coordination between the two teachers takes place in preparation for these joint sessions. The fourth-year students teach the second-year ones on a one-to-one, tutorial basis. The efforts seem to have paid off, for both groups are enthusiastic about the results which, incidentally, appear to be very positive. In another school, the

German teacher has succeeded in generating much enthusiasm for that language among her students. Last year some of the beginning students asked her to let them take two levels during one year. This is being done this year for a group of more than 25 youngsters, some of them only tenth graders. They meet for two hours a day, completed the second level during the first semester, and are now in their third level. Such program options as these samples I have just described are not particularly difficult to arrange or conduct, and they represent the kind of alternatives that might be used to advantage in many schools.

The profession needs help in gearing up for the challenge, however. Before we can significantly succeed in exercising better control over the quality of instruction, we must achieve greater control over the quality of the membership of our own profession. I now call specifically upon the colleges and universities. Practically none of us in the profession—and I am excepting no one at any level—came into the profession with all of the qualities, skills, and knowledge that we should have had, even as beginning teachers. Some of us are more deficient than others. There is no hope at all for some. There is no excuse that this deplorable condition exists. We can only be ashamed that it does, and we must put our house in order. As the profession seeks and gains more privileges for its members, it must also accept the responsibility of assuring quality among its own ranks. We have done an extremely poor job of this in both the schools and the colleges. The tenure system, as it works formally in the colleges and informally in the high schools, has been and continues to be flagrantly abused. It tends to protect the weak and make it difficult for those who rock the boat to get into the profession, however good they may be as teachers.

Some of my basic requirements for entry into and retention within the profession follow. I would want to see that each member had a genuine interest in students and a commitment to te—ching. Many of us do not, and students easily detect it. The personality of each candidate entering the profession would be examined to assess his suitability for teaching. This is a difficult factor to deal with, I recognize, but I am convinced that we can do a better job than we have in the past. It is much easier to be certain that each candidate could

speak as well as read the language he teaches. I know a tenured college chairman who cannot. Each young teacher must have some knowledge of and insight into the culture of the peoples whose language he is to teach. This is not impossible, even for the one who does not have an opportunity to live or travel abroad before entering the profession. He should possess some of the basic skills in teaching a language and a knowledge of professional information that would assist him in increasing and improving those skills. He should be professionally involved with an interest in organizations, publications, resources, and activities that would keep him alert and informed and through which he could make his voice count in speaking as an individual among the ranks of his profession. We have failed miserably on these last two accounts. The young teacher should be knowledgeable in the basic fundamentals of what a language is, how languages relate to each other and evolve; and he should be able to apply fundamental linguistic principles in his teaching. The grammar and composition courses that we have all been through have not sufficed.

Returning now to the new relationship between teacher and student, I would propose a number of the questions that are troubling us. Can we afford to relax the reins? How much? Will we have any control, any role left at all? Can we adjust to doing things a new way? We are seeking a delicate balance.

A friend introduced me to Paulo Freire's book *The Pedagogy of the Oppressed*,[4] which I commend to you. Freire is one of the revolutionaries who seeks the humanization of education through what he calls a dialogical encounter between teacher and student. He insists that to succeed, the teacher's basic attributes must be love, humility, faith, trust, hope, and critical thinking. In analyzing Freire's philosophy, my friend has drawn some interesting parallels between what might be called the walled-in concept of education and the new world without walls. In the following list of parallels, the first observation refers to the walled-in concept; the second is directed to the more liberated, humanistic milieu which many are seeking in education today.[5]

1. The teacher teaches and the students are taught.	1. The teacher and students teach.

2. The teacher knows everything and the students know nothing.	2. The teacher and the students have certain knowledge.
3. The teacher thinks and the students are thought about.	3. The teacher and the students think.
4. The teacher talks and the students listen—meekly.	4. The teacher and the students talk.
5. The teacher disciplines and the students are disciplined.	5. The teacher and the students discipline.
6. The teacher chooses and enforces his choice, and the students comply.	6. The teacher and the students choose and work together.
7. The teacher acts and the students have the illusion of acting through the action of the teacher.	7. The teacher and the students act.
8. The teacher chooses the program content, and the students (who were not consulted) adapt to it.	8. The teacher and the students choose the program content.
9. The teacher confuses the authority of knowledge with his own professional authority, which he sets in opposition to the freedom of the students.	9. The teacher and the students share in the freedom of the classes.
10. The teacher is the subject of the learning process, while the pupils are mere objects.	10. The teacher and students learn together.

The teacher who succeeds in achieving the delicate balance in the relationship between himself and his students, which Freire helps us to analyze, needs not fear the diminishing of his role in education. I

have worked with teachers who have achieved it; and students respect them, love them, and work much harder for them than for the authoritarian schoolmaster. Sometimes it is a truly awesome relationship.

More is demanded of the teacher in the world without walls. We should be gratified by the new faith placed in us. We should be thrilled by the prospect of moving out of the ranks of a profession that Bruce Gaarder described some 10 years or so ago as an amateur profession into the realm of true professionalism.[6] I believe that foreign language teachers are ready for the challenge.

The profession needs help in gearing up for the challenge, however. Before we can significantly succeed in exercising better control over the quality of instruction, we must achieve greater control over the quality of the membership of our own profession. I now call specifically upon the colleges and universities. Practically none of us in the profession—and I am excepting no one at any level—came into the profession with all of the qualities, skills, and knowledge that we should have had, even as beginning teachers. Some of us are more deficient than others. There is no hope at all for some. There is no excuse that this deplorable condition exists. We can only be ashamed that it does, and we must put our house in order. As the profession seeks and gains more privileges for its members, it must also accept the responsibility of assuring quality among its own ranks. We have done an extremely poor job of this in both the schools and the colleges. The tenure system, as it works formally in the colleges and informally in the high schools, has been and continues to be flagrantly abused. It tends to protect the weak and make it difficult for those who rock the boat to get into the profession, however good they may be as teachers.

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speak as well as read the language he teaches. I know a tenured college chairman who cannot. Each young teacher must have some knowledge of and insight into the culture of the peoples whose language he is to teach. This is not impossible, even for the one who does not have an opportunity to live or travel abroad before entering the profession. He should possess some of the basic skills in teaching a language and a knowledge of professional information that would assist him in increasing and improving those skills. He should be professionally involved with an interest in organizations, publications, resources, and activities that would keep him alert and informed and through which he could make his voice count in speaking as an individual among the ranks of his profession. We have failed miserably on these last two accounts. The young teacher should be knowledgeable in the basic fundamentals of what a language is, how languages relate to each other and evolve; and he should be able to apply fundamental linguistic principles in his teaching. The grammar and composition courses that we have all been through have not sufficed.

What I am asking is that we exercise quality control over our profession. That is the first step toward achieving quality control in the classroom. Quality control over the profession has to start in the colleges and universities which prepare the teachers for us. And I am not referring exclusively to the schools of education, for the foreign language departments are major contributors to the making of a teacher. Hernandez, writing in a recent issue of the *American Foreign Language Teacher*, observed that the present bachelor's degree in foreign languages does not produce a linguist, a teacher, or a literary critic.[7] I would go even further and say that it does not succeed frequently in whetting the appetite for reading a foreign literature for pleasure. Witness the meager foreign language listings in our public libraries. In fact, how many of us in this room have read a book in a foreign language for pleasure within the past six months?

I go out of class sometimes convinced that the kids would be better off with no exposure at all to a foreign language than what I see them experiencing. It is demoralizing, depressing, exasperating. In my role, I can do little, if anything at all, to help once certain problems have gone so far. No one can. All the graduate courses in the country are unlikely to develop oral proficiency in a teacher who has refused

to use Spanish during the entire class period I observed because he knows he would humiliate himself. Ten years of inservice will not make a teacher out of the nut who just had each student in his French II class sing the "Marseillaise" as a solo—and then he graded them on it.

Quality control in preparing foreign language teachers has not been exercised, and I firmly believe that the criticisms and rebukes that threaten to force us up against the wall now are largely a result of that cataclysmic error.

The problem of teacher preparation is not new on the foreign language scene. Many of us have been concerned about it for a long time. But I consider it the most serious issue, excepting none, confronting us in foreign languages today. I hope, however, that we are coming to a crossroads where we are going to have to make some decisions and take some action. I have discovered evidence recently that leads me to believe that we are. Do you remember that I referred to a department chairman who cannot speak the language which he supposedly teaches? Well, he has been nudged into a lateral arabesque this year. He is no longer chairman, and he is no longer teaching Spanish. Employers are beginning to exercise more caution in the selection of teachers. I sat last fall with a group of local foreign language supervisors in my state, several of whom indicated that they were no longer employing teachers from certain schools, at least one of which is nationally known, that are famous for their poor foreign language products. These are very healthy turns of events that help augment my optimism.

Quality control cannot be left to the colleges and to the state certification agencies. Each of us has a role in it. Each of us can start with himself. Inservice is not a sometime thing. It is a full-time endeavor. It never ceases for the truly professional teacher. I think that it is dangerous for a teacher today to go more than three years without some extended or intensive professional experience such as a trip abroad, taking one or more courses, or attending a specialized institute. And in between, the reading and the dialogue with co-professionals should never cease.

Quality control demands that we not shield the members of our profession for whom there is no hope. Too often in the past we have

looked the other way when we knew that dozens of kids were being victimized by an incompetent instructor. We, too, are victimized in such circumstances, if we did but realize it. We must be more responsible if we would like to have to be less accountable. As we seek the rights and privileges of a full profession, we must also develop and maintain high standards of performance for ourselves. There can be no defense for the teacher whose 10 short quiz sentences included 17 errors which were not typographical slips. Is there any salvation for the one who has been teaching French for 20 years and still does not know the difference between *savoire* and *connaître?* Must we tolerate the man who had all 16 of his second-year students sing the "Marseillaise" as a solo? It would have been better to have prevented these disasters from occuring, but since we did not, we must now find ways to get these people out of our ranks. And I am not talking about the administrator-teacher schism here. I am talking about all levels of the profession. If the Peter principle is sound, and I think that in many respects it is, there is even a higher percentage of hopeless incompetents among the supervisors, administrators, and college professors. We must, like Johnathan Livingston Seagull, "reach out and touch perfection." Those who have touched excellence have no need to accept the ordinary.

The time is ripe for us to begin anew. The walls are coming down. The students have not abandoned foreign languages even though the requirements have been eroded. Many teachers like the new look of the new student. Most of us in foreign language supervision in my state have observed and are encouraged by the fact that the new young teacher might not be better prepared, but at least he is often more committed and concerned and is trying to pull himself up by his own bootstraps. The world is getting smaller. I read somewhere recently that in 1900 only one out of 50 Americans came into prolonged contact with speakers of other languages during their lifetime. The prognostication for the year 2000 was that one out of every two of us would have that experience. I know that speakers of other languages are finding their way into areas of my state that were heretofore known as the boondocks. This is all to the good, for the old stereotypes and prejudices concerning other languages are beginning to be eroded. Norman Cousins wrote in the October, 1972, issue of

World magazine:

> What seems possible and feasible would be a worldwide effort to promote the teaching of foreign languages at the earliest ages possible—even in nursery schools or kindergartens. The language facility in the human brain is never more responsive than in the formative years. Increasing proficiency with language in a large number of nations could be a powerful factor in accelerating the development of a world consciousness. Languages stretch the intellectual horizon, they set a transnational stage for the development of an individual's activity and concerns.[8]

The Atlanta Journal and Constitution of November 26, 1972 carried an article about the plans for the new Dallas-Ft. Worth airport. The spokesman for the airport indicated that the size of the facility was due to the fact that it was designed as the gateway to South America, for air transportation experts expect that continent to be the "burgeoning giant" of the future.[9]

Factors such as I have just cited augur well for the future of foreign language study in this country. We have a lot going for us. This is the time for us to move foreign languages out of the fringe areas and into the mainstream of the curriculum. We are beginning to develop some of the program options to help us do it. We cannot afford to blow it now.

There is one more—not exactly program option but program adjunct—that I want to talk about before closing. If we *are* to move foreign languages out of the fringe areas and into the mainstream of the curriculum, the best way to do it is through quality and meaningful instruction. We cannot leave our fate to this alone, however. We cannot teach the students until we get them. Now that the requirements at all levels are being eroded and since we do not yet have enough of a public consciousness for foreign languages, we must do a little consciousness-raising, to borrow a women's lib term. I am all for slogans, banners, bumper stickers, jingles, foreign language fêtes, and language days. Our adaptation of the State of Virginia's slogan "Virginia is for lovers" into "Virginia is for lovers—have an affair with a foreign language" has already come a long way. Bumper stickers and posters are selling like hot cakes. Teachers and students have come up with new versions—"Virginia is for Latin lovers," "Have a romance with a foreign language," and even "Virginia is for lovers—have an affair with a foreign language teacher. You can't

knock it! We have to let the people know we are around! In a Madison Avenue society, we cannot hide our light under a bushel. And activities such as these are not only consciousness-raising opportunities for the uninvolved segments of society; they engender added incentive and enthusiasm among our students and the members of our own profession.

Things are changing. The student revolution, the eroding walls, the program options are creating a new scene for us. Yes, things *are* changing. But then that is nothing new. They always have been and always will be. It should not frighten us; it could make professionals out of us. Don Fabun, in that delightful book *The Dynamics of Change*, was describing the youth subculture when he penned the following lines, but the concept which he expressed has much relevance to the foreign language profession today:

> . . . change itself is a form of equilibrium and . . . it is only in disorder that we find order. The kids are "surfing" and it is the essence of surfing that we should ride the turbulence without succumbing to it. You cannot have fun surfing on a slow wave—and you cannot surf at all on a frozen one.[10]

Notes

1. *The Richmond News Leader*, Wednesday, November 29, 1972, p. 17.
2. John Holt, *The Underachieving School*, New York, Toronto, London, Tel Aviv: Pitman, 1969, p. ix.
3. Lorraine Strasheim, "A World Without Walls," *Dimension: Languages '71*, Proceedings of the Seventh Southern Conference on Language Teaching, 1971, pp. 5-12.
4. Paulo Freire, *The Pedagogy of the Oppressed*, New York: Herder and Herder, 1968.
5. Mary F. Lovern, "Guidelines for the Pursuit of Full Humanity in the Secondary English Program." Unpublished dissertation, The Ohio State University, 1972.
6. A. Bruce Gaarder, "Amateur Profession No. 2," Speech delivered to the Virginia Foreign Language Conference, March 1, 1963.
7. David Hernandez, "Anti-Intellectualism," *American Foreign Language Teacher*, Vol. 1, No. 3 (February 1971), p. 21.
8. Norman Cousins, "Breaking the Language Barrier," *World*, Vol. 1, No. 9 (October 1972), p. 19.
9. "Super Port Revs Up for Dallas, Ft. Worth," *The Atlanta Journal and Constitution*, Sunday, November 26, 1972, p. 20C.
10. Don Fabun, *The Dynamics of Change*, Englewood Cliffs, New Jersey: Prentice-Hall, 1967, p. 20.

4
Making the Foreign Language Program Visible to the Public:
The Language Festival

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There has been considerable concern in the profession in recent years about the future of foreign language study and the lack of public support for foreign language programs. There is, in fact, some evidence to indicate that the students are not electing foreign languages in the same numbers they were a few years ago. We also know that budgets during the early 1970s became rather tight. There are cases where small public schools have discontinued foreign language study completely. The question, of course, is what to do about this situation. One approach is simply to treat it as a recurrent cycle of disinterest in foreign languages and resign oneself to greatly diminished student participation in foreign language study. A more reasonable approach seems to be to aggressively seek support for foreign languages or, at least, to provide tangible evidence to the public regarding the local outcomes of foreign language study. This paper is based upon the proposition that the latter course is the best one to take.

With all the current emphasis on "accountability," there can be little doubt that there is need for letting the public have a look at

what is happening in our foreign language classrooms. Therefore, this chapter will present a description of a specific course of action aimed at the goal of seeking understanding and support from the local public. More specifically, we refer here to the foreign language festival which was held in Wauwatosa, Wisconsin in the spring of 1972. This festival was based upon a sincere desire on the part of the staff to share with the local community various outcomes of the local foreign language program in such a way as to clarify the goals, the scope, and the personal achievement of the students in that program. A less tangible outcome might be referred to as the *esprit de corps* of the students and teachers in the foreign language departments of the city schools. We firmly believe that a successful local foreign language program depends upon broadly based support by the local community. And this, in turn, requires a clear understanding of what the program is all about. This was the underlying purpose of the foreign language festival. Admittedly, there are certain unique conditions in our community which may have contributed to the success of this particular enterprise. We believe, however, that many of the aspects of the festival could be duplicated almost anywhere.

Background Information

The idea of displaying what one has learned is far from new in education. Spelling bees, for example, are a long tradition in American schools. In the fields of music and art there are frequent recitals and exhibits of student accomplishments. Then too, in recent years there have been science fairs and gymnastic displays during athletic events. And of course, there have been many contests in subject areas, including foreign languages, which give a certain amount of visibility to participating school subject matter departments. However, foreign languages, unlike many of the subjects in the performing arts, have had scant opportunity to display the accomplishments of their students. And, they have lacked the "automatic" support which has been given to subjects such as English, social studies, and mathematics. Thus, in this period of declining interest, it seems appropriate to attempt to adopt and even refine a technique that has been used successfully in many parts of the country to promote, in an honest way, the study of foreign languages. There was, in fact, a pre-

cedent in the Wauwatosa Public Schools. In 1960, the first year after a seven-year sequence had been established in the local schools, an international festival was held which involved approximately 1,000 students. Since that time the foreign language program in Wauwatosa has grown to 3,000 students of French, German, Spanish, Russian, and Latin. The above-mentioned modern languages are available from Grades 6-12, and seven-year sequences do exist in all four modern languages. Latin is a four-year program in the high school. Obviously, the task of holding a festival which would involve all of the students was a much more formidable one than it had been a decade earlier. And, inasmuch as the local philosophy calls for participation in foreign language study by every student in the school district, a festival event would necessarily have to adhere to that policy.

Planning the Language Festival

The suggestion that a second festival be held in Wauwatosa had originated with Myrtle Rognebakke, the late city supervisor of foreign languages. Faculty members discussed the idea for approximately one year at the monthly meetings. It became apparent that all 38 teachers were in favor of such an idea, and it only remained to form a more definite structure regarding what should be done and how it should be implemented. As was mentioned above, it had already been decided that all students would participate in some way. This being the case, it followed rather naturally that a successful festival must be based upon students' willingness to participate. And obviously, students will be more willing to participate if they have some say in the nature of the program and if they are allowed to do those things they do well or they are interested in doing. Thus, the festival was not set up as a "top down" administrative program. Instead, the teachers, in cooperation with the city supervisor, set up a list of possible activities from which the students could choose or to which they could add. Figure 1 illustrates one of the forms that was designed by the teachers and which was circulated among the students to establish the kinds of activities which the students would like to see incorporated into the proposed festival. The form is not to be thought of as a "fixed contract." Instead, the intent was to get students started. However, everything was left "open-ended." That is,

students were allowed to undertake a different project if the one which they had first chosen turned out to be unworkable.

Figure 1
Preliminary Survey Form to Determine Program Content

Name _____
Language _____
Grade(s) _____

Please indicate what you and your students want to contribute to the Wauwatosa Foreign Language Festival. If possible, give a short description.

_____ Skit
_____ Play
_____ Songs
_____ Booth
_____ Display table: class projects–commercial
___ dolls
___ embroidery
___ carvings
___ architectural models
___ baskets
___ musical instruments
___ straw flowers
___ whips
___ berets
___ piñatas etc.

_____ Costumes
_____ Sidewalk café
_____ Trophies
_____ Signs and posters (contest)
_____ Professional display
_____ Food
_____ Recipes
_____ Invitations to parents
_____ etc.
_____
_____
_____

Please return to F-L Office by October 15.

Preliminary planning was begun in the early fall. As the year progressed, a general policy evolved to the effect that: (1) Outcomes of classroom work would be displayed or performed where appropriate, and (2) culturally oriented learning activities would be performed by individuals or small groups of students which did not form part of the required curriculum for all, and (3) special displays, events, and products would be designed for the festival itself (for example, foods, shop windows, the restaurant areas, scenery, craft items, costumes, etc.).

To cope with the very practical matter of implementing the

festival, it was thought necessary to form committees to cover all aspects of the proposed program. Thus, committees were formed for the following three categories: (1) performances, (2) displays, and (3) foods. A faculty member from each of the five languages volunteered to serve on each of these committees. For these committee members to function adequately they found it necessary to spend a great deal of time working not only with the other committee members, but with teachers and students in each of the 16 schools in which foreign languages are taught. Competition between languages or levels was ruled out as contrary to the department's philosophy of cooperation and mutual support.

Mention should also be made of the necessity to work very closely with the administrative and parent groups such as the PTA, school superintendent, and school board. In our case, the local PTA supplied a loan of $350 to get the program "off the ground." Board approval, of course, is necessary for the event to be held at all; and, for things to run smoothly with regard to custodial help, scheduling of the time and place, etc., it is necessary to have the full cooperation of the administrators who are involved. Finally, it is extremely important to explore all possible avenues of publicity within the local school district. In our case, this meant the local paper, school newspaper, radio, local television, as well as scores of personal letters written to interested, influential people in the local community. The best publicity of all, of course, is the invitation on the local school letterhead which is sent to appropriate groups within the community. For our festival a letter of invitation was sent to the following: school counselors, school board members, civic groups, the mayor, the city council, taxpayers' groups, PTA councils and presidents, state consultant in foreign languages, neighboring city consultants in foreign languages, special local language groups, and local individuals who had a particular interest in the foreign language program. The letter was personally addressed and signed. Approximately 80 persons received this invitation. In addition, we encouraged local school principals to write special invitations or to include mention of the festival in their newsletters to parents. For our program both types of announcements were made. Figure 2 is an example of a letter sent by one of the schools to all parents.

Figure 2
Sample Letter to Parents

SCHOOL LETTERHEAD
Special Bulletin

April 18, 19 ___

Dear Parents:

The Foreign Language Department of the _____ Public Schools would like to announce a Folk Festival. This Festival will be held this Saturday, April 22, 19 ___ at West High Schol from 11:30 a.m. to 6:00 p.m. It is the first time since 1960 that a program will have been put on by the entire department.

The Foreign Language Staff and 3,000 students have planned this event in order to display to the public the customs, activities, and traditions unique to each of the five cultures studied in our schools. In addition to two stage shows with folk dancing, songs, and skits in the foreign language, students will present class projects, model costumes, and sell native foods.

We hope to see you at our "Foreign Language Festival."

Sincerely,

Principal

A final aspect of the publicity involves documentation. In this regard, it is well to have at least one teacher and one student who are adept at using camera equipment. Their instructions should be to "shoot everything in sight," which means taking pictures of all activities, of crowd responses, student reactions, etc. Later on this proved extremely useful in communicating with the local PTA, school administrators, school board, and (as it turned out) with hundreds of members of the foreign language profession in Wisconsin and in many other states.

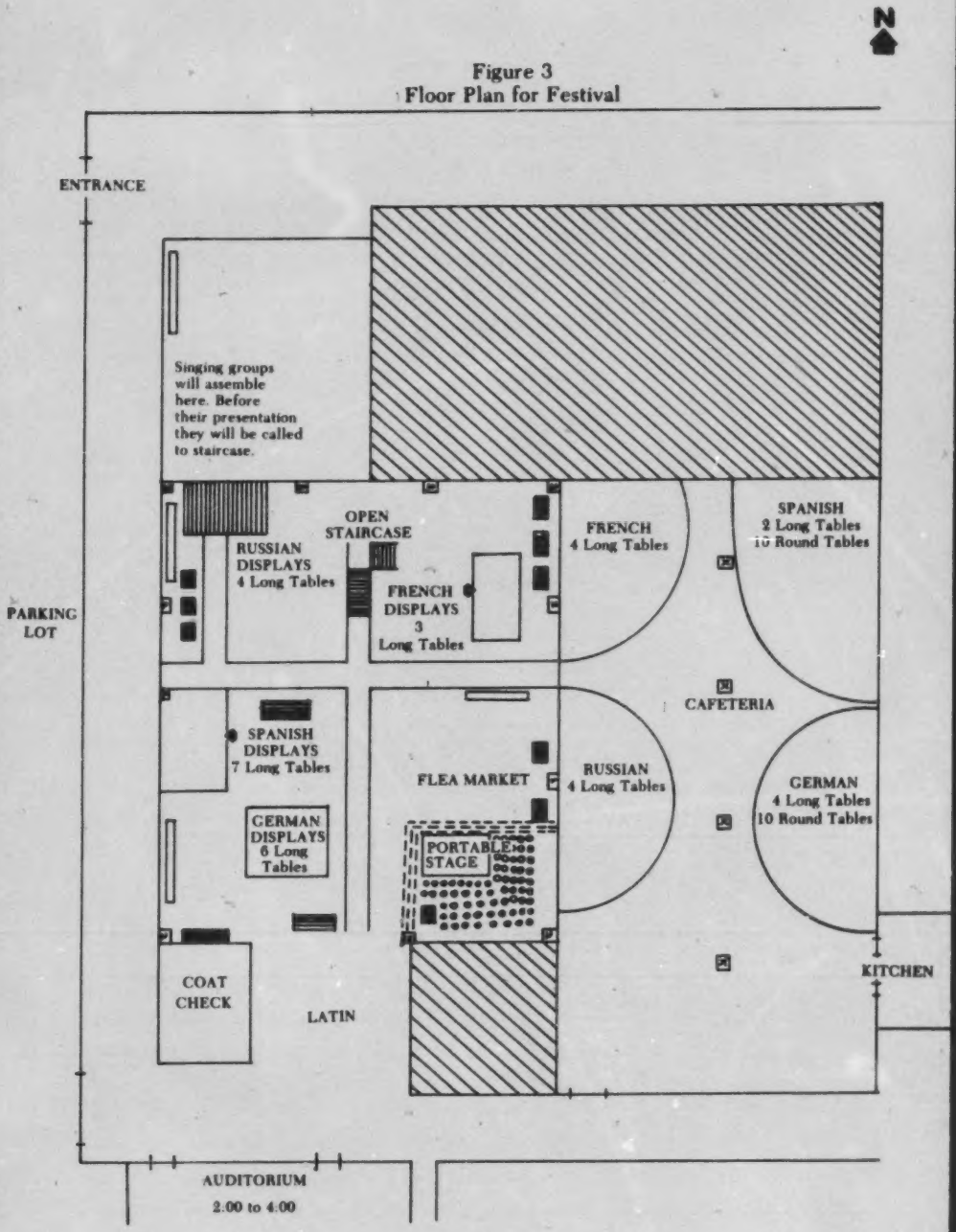
Establishing the Final Program Format

It had been decided at the outset that the festival would be held in the spring so that even first-year students could participate in some meaningful way in the foreign language festival. It was found that a

late April date would fit best into the school calendar. As a result, Saturday, April 22, 1972 was set as the date of the festival. The next question was "where?" Similar activities like art fairs have been held in a local shopping center mall. This was considered as a possibility. However, the final decision was to hold the festival in one of the local school buildings to more closely identify the festival as a school activity. And, inasmuch as the new West High School had a learning center, a cafeteria, and an auditorium in close proximity to one another, this area was settled upon as the location for the festival. Once the location was determined, the festival chairmen (one teacher and the foreign language supervisor) then drew up a floor plan locating precisely where the language displays would be set up and where the various other activities would take place. Figure 3 is an example of a simple floor plan which reduces confusion and contributes to the successful implementation of the program. The floor plan was duplicated and made available to all committee chairmen, teachers and students who were involved in setting up the displays, sets, games and other activities. It was agreed that we should give careful attention to insure that proper flow of traffic would be allowed for in the floor plan.

In the hope of capturing a genuine European flavor for the festival, an "open market" concept was developed. One small part of the program was devoted to large-group viewing of language skits in the auditorium. However, for the most part, people were allowed to move around among the displays and to view singing groups (on the staircase), dancing groups (on the portable stage), and to participate in audience involvement activities and to purchase items from the various displays, restaurants, etc. It is important to note that the entire program was not "cut and dried" at some particular point in the year. On the contrary, changes were being made right up to the time that the festival was held. This was because the staff felt that an optimum program would be one that came from the enthusiasm and wishes of the students. Thus, changes were allowed in the program until quite late. For instance, one German game was devised only a week before the festival was held. The game evolved as a result of studying a unit of work on German geography. (The game is described below under "activities.") Some of the events were rehearsed and practiced to some degree, however, many things were left quite

Figure 3
Floor Plan for Festival



free and open. This was a deliberate part of the plan which called for spontaneity and informality so that both students and spectators could relax and enjoy the festival events. Because of the large number of students involved (3,000) and because of the deliberately informal nature of the program, no dress rehearsal was held. Students volunteered to set up the rather extensive display booths, restaurant sets, store fronts, and game areas with the help of the staff. This was all done Friday night, the day before the festival. On Saturday morning everything was ready to go on schedule.

Figure 4
The Printed Program

FOREIGN LANGUAGE FESTIVAL
April 22, 1972

11:30-6:00	*Food* French Café German Biergarten Spanish Cafeteria Russian Kuchnia (Cafeteria)
11:30-6:00	*Displays and Sales* Items from five cultures (Learning Center)
12:00-1:30	*Program I* Dances and Songs (Learning Center)
2:00-3:30	*Program II* Skits (Auditorium)
4:00-5:00	*Program III* Dances and Songs (Learning Center)

*Exchange American money for "International Currency"

All Wauwatosa students choose one of four languages, French, German, Russian, or Spanish to study in the sixth grade. They may continue their foreign language in a sequential program through twelfth grade. The study of culture is integrated into the learning of the language.

Besides the seven-year program, Wauwatosa offers its students shorter foreign language sequences beginning in Grades 9, 10, and 11. Latin is added to the modern languages.

In 1971-72, 3,000 students were enrolled in a foreign language class; this means about 55 percent of all students in grades 6 through 12.

Examples of Festival Activities

The following list provides selected examples of the many activities that took place during the festival. Naturally, in a different year with a different student body and a different group of teachers, an entirely different pattern of activities would emerge. However, it is believed that these are representative enough to provide suggestions for replicating the festival concept in other schools.

Figure 5
Program Content

FOREIGN LANGUAGE FESTIVAL
April 22, 1972

Program I—Learning Center - 12:00—1:30 p.m.

French Songs	Sur le pont d'Avignon, Alouette	Elementary
German Dance	Haensel and Gretel	Elementary
Russian Songs	Hello Dolly, Volga Boatmen	Elementary
Spanish Song & Dance	Cuéntame, Chiapanecas	Elementary
French Dance	Le Berlet d'Auvergne	Hawthorne
German Songs	(6) Wandersmann u.a.	Haw., Long.
German Dance	Schuhplattler	Elem., Whit.
Russian Song	Katyousha	Longfellow
Russian Song & Dance	Chortovo Koliso; Troika; Gopak	Elem., Whit.
Spanish Songs	Cielito Lindo, La Cucaracha	Longfellow
Russian Songs	Moscow Nights and Marching Song	East and West
Spanish Dances	Rhumba, Tango, Cha Cha	East
French Fencing	L'Excrime	East
Spanish Songs	Felicidad, Cuéntame, Dímelo	East
Spanish Songs	Ayer and Michael	West and Whitman
Spanish Dance	La Chacarena, El Bailecito	West
French Songs	Les chevaliers de la table ronde	West

Program II—Auditorium Stage - 2:00—3:30 p.m.

German Skit	Hans im Glück	Longfellow
French Skit	Alpe! Alpe!	Longfellow
Russian Skit	Red Riding Hood	Longfellow
Spanish Skit	Los tres cerditos	Whitman
French Skit	Guignol	Whitman
German Skit	Schneewittchen	Longfellow
Spanish Skit	Red Riding Hood	Hawthorne
French Style Show	Fantaisie de Modes	East
French Guitar and Song		West
German Skit	Krämerskorb	East
French Skit	La specialité de la maison	West
Spanish Skit	The Butterfly's Evil Spell	East

Program III—Learning Center - 4:00—5:00 p.m.

(Sections of Program I will be repeated)

1. *The printed program.* A program booklet was handed out to all persons who attended. It included the activities by language, where they were located, etc. (See Figures 4 and 5.) No attendance fee was charged. However, a profit of approximately $700 was realized on the sale of food, display articles, and other items.
2. *Items for sale.* Figure 6 shows the price list of items that were sold during the festival. It is important to establish such a list in advance to make sure that a reasonable (and not excessive) price is charged for the various items. After all, a festival is a public relations event, and it is important to avoid any ill feelings with respect to the exchange of money. To avoid such problems, an "international currency exchange" was established. Actually, this consisted of rolls of tickets each with a value of 5¢, 10¢, and 20¢. This approach enabled us to avoid the necessity of handling money at all of the various booths. It standardized the exchange to the mere handing out of one or more tickets for services rendered or an item purchased. Local PTA members were involved here in receiving the money in exchange for the "international currency" of the festival. In our opinion, it is important to involve adults in the handling of money to avoid some of the problems which can come from putting excessive monetary responsibility on students.
3. *Advertising columns.* European style advertising columns were prominently displayed at strategic locations in the festival area. Such columns had also been used to advertise the festival in various shopping centers and in each of the schools. The columns were made by fastening together two cardboard tubs of the type used for refuse collection. These were then covered with paper and decorated with appropriate colored pictures, ads, posters, etc. The most prominent item, of course, was a color poster announcing the time and place of the festival. Each advertising column was topped off by a brightly colored cone-shaped roof made of construction paper. The column was also used on the cover of the program booklet.

Figure 6
Price List

These prices have been established with everyone's cooperation. They should be adhered to unless a change is authorized by Mr. Dressler or Miss Meyer.

Food		*Cultural Items*	
Coffee	10¢	Placemat	25¢
Tea	10	Wall plaque (Voss)	1.00
Cider	10	Wall plaque (Valen)	50
Lemonade	10	Hampelmann	50
Root beer	10	Prune man	15
Borsht	10	Lucky charm (Voss)	5
Bratwurst with roll	30	Leather patches (Voss)	10
Bratwurst with roll and potato salad	40	Flag with stand (German)	15
		Flag without stand (German)	10
Liverwurst sandwich with cucumber	20	Flag (French)	15
		Bookmark	5
Ham sandwich	15	Napkins	12 for 10
Cheese sandwich	15	Stationery	pkg. 8 for 10
Ham and cheese sandwich	20	Calendar	25
Taco	25	Coaster	10
Empanada	25	History book (French)	10
Pirozhki	25	Bumper sticker	20
Cookies	2 for 5	Folder (French)	15
Amerikaner	5	Wall hanging (French)	1.00
Schaum torte	10	French marguerite	10
Strudel	10	Key chain (Russian)	50/60
Cake (piece)	10	T-shirt	1.00
Pastry (French)	10/15	Star (parts)	25
Mexican wedding cakes	3 for 10	Lebkuchenhaus	3.00
Bunuelos	5	Ring with German stone	50
Tea cookies (Russian)	2 for 5	Painted doll (Russian)	50
Khroosteekee	3 for 10		
French Loterie	10¢ per 1/10		
French/German Game	5		
		Recipe books:	
		French	15
		Spanish	25
		German	15

4. *Flags, banners and costumes.* For each of the modern languages, appropriate flags and banners representing various target populations were displayed about the festival area. There were many such flags and banners of all shapes and sizes. These added a great deal to the color and atmosphere of the festival. In addition, small flag replicas were for sale. Many

students decided to make appropriate costumes for the various activities such as folk dancing, fencing, skits, restaurant service, etc. These added a great deal to the color and authenticity of the event. Some of these costumes were made from authentic patterns drawn directly from the target culture. For example, there were dirndls for the girls in the German restaurant service area. With the help of a translator, the home economics teacher assisted students in preparing these costumes from the highly complex German dressmaker patterns.

5. *Activities.* In all languages, there were songs, dances, and skits. Some additional specific activities by language are as follows:
   a. French

      A fencing match was held by a group of girls from the French classes. They wore the standard suits and used standard equipment. All commands were given in French and the match was conducted in the traditional French style.

      A French style show was held using students as models (both male and female). The clothing represented, in part, genuine Paris fashions. Some of the clothing was made by the students themselves using French fashion magazines as sources. Announcements about the style of clothing worn by each of the models were made in both French and English.

      The French game of *boule* was open for audience participation. It was played with a genuine French ball intended for this purpose. For safety reasons, a large red rug was used in place of a grass court. The game, which was held next to a large plate glass window, was very popular with young people. The plate glass window survived the contest.

      The traditional French *Guignol* puppet play was held. However, because the situation did not lend itself well to a regular puppet presentation, the play was done with live

actors and actresses. The play was, of course, done in French.

b. German

A class of sixth-grade German students demonstrated the art of the *Schuhplattler*. A live German "um-pah-pah" band supplied the music for the Schuhplattler dance.

The German "geography" game consisted of a map of Germany 3x5 feet in size which was laid on the floor. This was an outline map drawn by the students which included circled areas of various sizes representing cities and well-known regions of Germany such as the Harz Mountain area and the Black Forest. The object of the game was to toss coins into the circled areas, a specified number of points being awarded in accordance with the size of the circle. Metal washers were used as "coins." Students who won prizes received additional tosses and were allowed to continue longer with the game.

Also included was a demonstration on how to make multi-pointed German Christmas stars. These could be purchased as kits.

c. Latin

Latin students had built three student-drawn chariots which were used in a chariot race held in the parking lot of West High School. One of the chariots was labeled "Nero's folly." This particular chariot did not survive the race, but the students did. Also, a videotape of a class presentation depicting Caesar's death was played repeatedly in the Latin booth. The skit was done in Latin. A demonstration of wine-making through the grape-stomping stage was also included in the Latin activities.

d. Russian

One of the Russian activities involved the making of tea with a genuine samovar. Russian students also gave a demonstration of the Russian alphabet. This involved writing brief sayings onto cards which were then sold to interested spectators. Skits included Russian versions of

"Little Red Riding Hood" and the "Three Little Pigs." It should be noted that the junior high school dance group spend many evenings with their teacher preparing costumes for the Russian folk dance. These were bright red cossack-type costumes.

e. Spanish

A group of senior high school Spanish students formed a *mariachi* band which performed throughout the festival in the Spanish restaurant area. In addition to the traditional folk dances which the Spanish group presented in the dance sequences, a group of senior high school students also put on display of ballroom dancing in the Latin American style. In the spirit of the festival the senior teacher in the Spanish department filled in for an absent student in the ballroom dancing sequences. This was performance above-and-beyond the call of duty in that this faculty member had also been in charge of instructing the students in all the dance sequences.

6. *Language displays.* The displays consisted of items that were merely to be looked at along with items that spectators could purchase. The ratio of such items was about half and half.

a. French

Among the items for viewing only in the French area were travel posters, dolls and authentic French costumes, examples of art work by French students, the French advertising columns, and informative books about France. Items for sale in the French booth included small flags, a brief history of France compiled by senior high school French students, French bumper stickers, and French flowers sold from an authentic flower cart.

b. German

German items that were for show only included traffic signs, an inscription in German identifying the area as the "German corner," instructions for playing the German geography game, and books and travel posters about Germany. Items for sale included placemats with representa-

tive German coats of arms, wall plaques with German sayings, T-shirts with the inscriptions "Guten Tag" and "Aufwiedersehn," napkins and stationery with German inscriptions, and five large-scale gingerbread houses with colorful sugar frosting and trim (these had been a Christmas project in a junior high school).

c. Latin

The Latin display included Roman warriors wearing togas, Roman sandals, and silver helmets (they also carried weapons). Also included in the display was a chariot that had not survived the race. Included in the items for display only was a calendar of significant events in Roman history. As was mentioned above, the Latin students had a display of wine-making. However, the products of this process were not available for sale.

d. Russian

Items for display only were: a large-scale three-dimensional map of the Soviet Union, student-made replicas of the Kremlin, books and pictorial material relating to life in Russia, posters depicting life in the Soviet Union today, and post cards from the Soviet Union. Items for sale included book marks inscribed with Russian words, key chains with Russian emblems, and painted dolls made from egg-shaped "leggs" containers. Examples of Russian writing which had been intended to illustrate classroom procedures became a very popular item for sale. In fact, all of the next day's lesson sheets were purchased by interested spectators.

e. Spanish

The Spanish display was, perhaps, the most colorful of all. Items "for viewing only" included many brightly colored costumes from Mexico, a huge replica of the Aztec calendar stone which was in the middle of the spanish area, student attendants wearing brightly-colored *serapes*, *piñatas* of many shapes and colors (which had been made by the students earlier during the Christmas season), handicraft

items from Spanish-speaking countries, giant sombreros worn by student attendants, examples of Mexican pottery, statues of Don Quijote and Sancho Panza. Items for sale were Spanish recipe books and children's good-luck charms.

In addition to the special language displays, there was a multilingual display area identified as the "FLEA Market." The word "FLEA" in this context is an acronym meaning "Foreign Language Employment Agency." This booth, in effect, was the career education portion of the foreign language festival. Included in this area were the number of American businesses and industrial firms engaged in commerce in appropriate foreign countries, information about monetary exchange values across the various countries, and a booklet indicating employment opportunities for people with second-language skills. It should be noted that this booth was set up mainly for the purpose of informing parents of the ways in which foreign language could be used to enhance career possibilities for students.

7. *Foods.* The four areas of the cafeteria were designated as French, German, Russian and Spanish restaurant corners. In each case the students built restaurant "sets" in the style of the appropriate country. Round tables and chairs filled up the entire center area of the restaurant section. Each table was covered with a red checkered tablecloth. These were made of plastic or paper, the type that is easily available from gift shops or stationery stores. The customers carried their own food from the particular language restaurant to the available tables. Payment for the food was made at the booth the visitor chose. Each customer used the "international currency" established for the festival. The restaurants were open throughout the festival and served food as long as the supplies lasted. Due to the unexpectedly high attendance at the festival, it became necessary to send out for more supplies early in the day. Despite these extra efforts, the restaurants ran out of food an hour and a half before closing time. If future festivals are held, food serving times will include only the

lunch hour. In fact, it is not practical in terms of cleanup schedules and custodial time, to extend the food service through the dinner time. The food served reflected the various national groups involved. Some of the food was prepared by students. However, for reasons of economy and health precautions, some of the food was obtained from commercial sources. Examples of foods of the various nations are given below:

a. French

French cuisine included coffee and cider for beverages along with ham and cheese sandwiches, crepe suzettes, and various French pastries prepared by the students according to recipes obtained from authentic French cookbooks. Recipes for homemade French dishes were also for sale in the restaurant. These were available in bilingual versions. The French restaurant area was colorfully decorated using a tent frame covered with sheets tinted in off-red colors. The name of the area was "Cafe of the Flowers" *(Cafe des fleurs)*. Painted and paper flowers were used to further decorate the French cafe area. The waitresses wore red skirts with white blouses and black vests.

b. German

The front of the German restaurant area was decorated like a German Black Forest house with large windows on each side of the entrance and flower boxes filled with brightly-colored flowers. Colorful flowers also decorated the top of the door above which was a sizable replica of a cuckoo clock. This was the main-course food service area. In addition to this restaurant there was a bakery area *(Knusperhaeuschen)*. In this area one could purchase *Strudel, Schaum Torte,* varieties of cookies and other pastries. The restaurant area described earlier served root beer, Bratwurst, rolls and potato salad, and liverwurst sandwiches with cucumbers. Recipes for the various foods and pastries could be purchased in the German food

service areas. The root beer was served from a container made to look like a genuine beer barrel.

c. Russian
As was mentioned earlier, the Russian food area served tea from a samovar. Also available were a variety of genuine Russian tea cookies. For more substantial food, the customer could purchase *Borscht* and *Pirozhki* which is similar to meat pie.

d. Spanish
The entrance to the Spanish cafe was an arch with brightly-colored columns to which yellow, green and white paper was fastened spiral fashion. At the head of the columns was the name of the cafe (*Café puerta del Sol*). The Spanish cafe served lemonade, *tacos, empadas*, Mexican wedding cakes, and other Mexican pastries. The serving areas were tended by a rotating staff of students and teachers. Clean up for the food area was assigned according to pre-arranged schedules.

Summary and Evaluation

It is impossible to express in writing the whole series of events which took place during the language festival. It is perhaps important to reemphasize that many of the activities described above were continuous. For example, the mariachi band played continually throughout the festival. Also the various singing and dancing groups performed repeatedly to spectators who were moving throughout the entire festival area. It should also be emphasized that, while planning is extremely important in certain areas, overplanning could kill spontaniety and dampen the natural enthusiasm of students and spectators. In short, what is needed is enough structure to give direction to the overall program while maintaining the necessary flexibility which such an event demands. It should be added that the public response to this event far exceeded our expectations. Conservative estimates of participation suggest that more than 4,000 local people other than students attended the festival. As for student cooperation, it is our feeling that if students can be made to feel that they are genuinely in-

volved in the planning and execution of such a festival, there is little need to worry about the degree to which they will cooperate. Despite the thousands of adults and young people who participated in this event, there were virtually no disturbances or discipline problems. There was no need to resort to authoritarian directives. One conclusion that might be drawn from this experience involves much more than mere performance on standardized or criterion-referenced tests.

For evaluation it is advisable to take the slides or other audio-visual evidence of success of such an event and make the items available for showing to parent groups, administrator groups, board members and, of course, the students who participated (who, incidentally, love to see themselves depicted visually). We would also like to suggest a few seemingly small, but very important, follow-up details. Among these are the following:

1. Leave the area as clean as (or cleaner than) you found it.
2. Personally thank (and if possible reward with a gratuity) the custodial help involved.
3. Give a financial account of the festival to those who originally supported it. (In this regard, it should be noted that the profits realized from the festival have been reserved for a similar future program perhaps three years hence. It is probably unwise to do this every year).

An important part of any evaluation involves an assessment of those things which you would do more of as well as those that you would omit or minimize. Our assessment of this program would indicate the following:

1. There should be more of the audience-participation type of activity, such as games, food (and better arrangements for back-up purchases of food).
2. It would be well to intermingle bilingual with monolingual stage presentations so that the audience does not become bored with an overlong diet of language materials which they cannot comprehend.
3. A sound system which is adequate for an empty area with no

ambient noise may prove totally inadequate for the situation in which there are thousands of people milling about and talking. Therefore, it is essential to acquire sound equipment for music and voice amplification which is many times greater than that which is needed at the rehearsal or in the classroom situation. In short, auditorium-level amplification is recommended for all presentations.

4. For our purposes, the "open market" atmosphere proved to be ideal for the language festival.

Among the things which we would definitely recommend for inclusion in any such festival are the following:

1. The use of a standard international currency in which adults receive the money and provide participants with tickets, thus avoiding the multiple handling of money in the many activities of the festival.
2. The sale of foods in the *luncheon* time slot is to be recommended. (Close food booths about 4:00 p.m.)
3. We feel that the activities should be held in the school to increase the identity of the school system as a public service agency.
4. A festival should include as wide a variety of activities as the staff and students can create. Particularly important are those activities reflecting work done in the language classrooms.
5. The planners should utilize all possible sources of publicity well in advance of the event.
6. Perhaps most important of all is to draw upon all the creative talents of the students. In this regard it is important for teachers to step back and not over-structure the event. This allows the students to become genuinely involved in creating the content and procedures of the festival.

We are looking forward to repeating the Foreign Language Festival in the future and would encourage all teachers and students to try out some of the activities we have enjoyed in their own settings.

5
Grammar and the American Foreign Language Teacher

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The second conjunct of the title of this article calls to mind Dwight Bolinger's thought-provoking paper in the March 1971 issue of *The Modern Language Journal*, "Let's Change Our Base of Operations." Commenting on the attraction methodological innovation holds for us, he says: "We are America's teachers of foreign languages, who when something goes wrong jump to the wrong conclusion that the trouble must be with the methods machine, and start tinkering with it again."[1] Before we tinker with the methods machine again, we must reexamine the function of foreign language instruction in American education and distinguish between central and peripheral goals. One of the distinctive features of American foreign language teachers has been their willingness to test new methodological approaches, to apply technological innovations, and to seek out applications and implications from a variety of disciplines. While—let us admit it *entre nous*—we tend to be a bit faddist and overenthusiastic if not extremist, in seeking guidance from other disciplines as we go back to fundamentals and central issues, we should not cast out what has served us well and will continue to serve us well once we have put our house in order.

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This article is written from the point of reference of applied linguistics. Applied linguistics is concerned with two main activities: first, the preparation of pedagogical grammars, that is, the formulation of statements about the structure of particular languages that can be readily utilized for the preparation of teaching materials; second, filtering recent research in all areas of linguistics to make insights from that field accessible to the classroom teacher. Thus, as an applied linguist, I should like to share certain thoughts about the relationship between the unique milieu in which we American foreign language teachers practice our art and notions we hold about grammar, then to examine how these notions affect our response to some of the crucial issues to which our profession must address itself in these troubled times.

The Centrality of Linguistic Proficiency in Language Learning

I shall start from the axiom that the primary goal of foreign language instruction is the acquisition on the part of the learner of some significant and self-sufficient active control of the target language. That the centrality of that goal has been one of the few constants in the history of our field is demonstrated by the following statement of goals of an ideal academic foreign language program formulated more than a half-century ago by Harold E. Palmer, the eminent British spokesman of the "natural" method, in his seminal work, *The Scientific Study and Teaching of Languages, 1917*:

> A complete and ideal language method has a four-fold object, and this is to enable the student, in the shortest possible time and with the least effort, so to assimilate the materials of which the foreign language is composed that he is thereby enabled to understand what he hears and reads, and also to express himself correctly both by the oral and written mediums.[2]

Palmer's definition of the ideal foreign language course excludes discussions about the structure and development of the target

language—that is, the study of grammar for its own sake—but he does underscore in his book the importance of awareness on the part of the learner of certain basic facts about the structure of language in general, such as, for example, the primacy of sound over writing. In view of the primacy of sound in language, Palmer's definition of a significant and self-sufficient aspect of language proficiency would seem to exclude instructional programs with narrowly delimited goals such as reading comprehension or the memorization of a small stock of basic sentences, useful phrases or dialogs. But note, however, that it would not exclude a course whose sole goal was listening comprehension and in which the student would not be expected to utter a single word in the target language: "... one of the essential principles of all methods designed on the 'natural' basis should be never to encourage nor expect the active production of any linguistic material until the pupil has had many opportunities of cognizing it passively."[3]

The primary and self-contained nature of listening comprehension is readily apparent to anyone who has discovered through foreign travel or participation in international congresses that the language learner who expects to put his proficiency to actual use in a real communicative situation will have many more opportunities to function as a reliable listener than as an inaccurate and limited speaker. As Simon Belasco succinctly put it: "Before one can speak, *one must learn how to listen* (emphasis his)."[4] A significant level of listening comprehension ability is also attained in a fraction of the time required to acquire a useful speaking proficiency. More importantly, whereas it is possible to learn to produce a small stock of words and sentence patterns with reasonable phonetic accuracy without first acquiring knowledge of the overall structure of the target language, the attainment of a significant level of proficiency in listening comprehension presupposes a high degree of knowledge of both the surface and deep-level phonological and grammatical structure and, of course, passive control of an extensive vocabulary. Consider, for instance, the implicit knowledge of English syntactic structure required in interpreting the potentially ambiguous English utterance, "The shooting of the hunters was terrible." If the noun phrase *the hunters* functions as deep subject, the hunters needed additional target practice; if it serves as deep object, the sentence decries the fact that the hunters them-

selves were serving as target practice for someone else. It is precisely that sort of passive acquisition of the structure of the target language that Palmer's term *cognizing* describes, or, in Simon Belasco's more apt phrasing, "cognizing" involves determining in a sentence "who (or what) does what to whom (or what), for whom, with what—how, when, where, and why."[5]

A corollary to the centrality of the attainment on the part of foreign language students of a significant degree of proficiency in the target language is near-native proficiency in the target language on the part of the teacher. This does not make the untrained native speaker of the target language the ideal foreign language teacher, for it is doubtful that such a person can guide effective "cognizing" on the part of the learner. Again, I cite Palmer: "The first and most important qualification of the ideal teacher is a thorough knowledge of both the foreign language and the student's native tongue." It is clear that "knowledge" for Palmer subsumes both active control and knowledge of the structure of the two languages in contact in the classroom.[6]

The Context for the Teaching of Foreign Languages in the United States

A grim fact of life for American foreign language teachers is that foreign languages have been considered a marginal subject since World War I. In *The National Interest and Foreign Languages* the late and regretted William Riley Parker cited figures showing that even at the turn of this century over 79 percent of high school students studies a foreign language (including Latin and Greek). Today, that percentage is much lower, for even in year one after Sputnik and the National Defense Education Act, fewer than 20 percent of American high schoolers studied a foreign language. In Europe, the study of at least one foreign language is required for most secondary school students, and the majority of European youngsters have had at least two years of formal foreign language study before they leave school.

Another limiting factor in our teaching context is the absence of powerful instrumental motivation on the part of the learner. European learners are reminded of the desirability of an active control of the language they are studying by the numerous help-wanted ads that

specify required in-depth proficiency in one or two languages. During the period they are studying foreign languages they have the opportunity to travel in countries where it is spoken or, by merely turning the tuning dial of their transistor radio or switching the channel selector of his T.V. set, they can experience immediate auditory immersion in the target language. With the widened membership of the European Common Market every schoolboy and schoolgirl is exposed to multilingual messages everytime he or she opens a jar of strawberry jam, a can of peas, or a package of chewing gum.

Of course, some of our students show integrative motivation for learning a foreign language: they are motivated by disinterested curiosity or the desire to understand other peoples better. I would submit, however, that it is unlikely that integrative motivation will flourish in our monolingual context. Integrative motivation cannot be artificially induced, particularly during the middle adolescent period after basic personality traits have been fixed. It would appear that the development of integrative motivation requires early multilingual contact, a condition that is precisely lacking in the environment in which our youngsters develop. How difficult it is to provide a semblance of instrumental motivation to our foreign language learners is poignantly illustrated by the experience of the CODOFIL (Council for the Development of French in Louisiana) program for the re-establishment of French in the Cajun-speaking parishes of Louisiana. In an article in the May issue of the Education section of *The Saturday Review* Roy Bongartz describes a publicity campaign implemented by placards that read *Soyez a la mode, parlez francaise, Vive la difference, la Louisiane est bilingue*, and the distribution of "a windshield sticker, reading *Parlons francais*, which, on closer inspection, shows how far Louisiana has to go on its way to a real French renewal. On this sticker, in tiny print, are the words 'Wet windshield and apply.'"

Finally, the most significant aspect of the foreign language learning context in this country is the hopelessly short period of time available to us for the imparting of foreign language skills. Palmer estimated that the minimum ideal foreign language study program would require from two and a half to six years of study, depending on the learner. When we bear in mind that 90 percent of high school stu-

dents abandon the study of a foreign language after two years—probably much shorter than those Palmer had in mind—it becomes clear that the "ideal" foreign language program is beyond our reach.

To summarize, American foreign language teachers with marginal linguistic competence, both in the areas of active proficiency and knowledge about the target language and culture, are forced to practice their art in an environment lacking sufficient motivational reinforcement for learners and are provided with a period of study too short and lacking in continuity to permit the acquisition on the part of the average learner of any significant level of active mastery.

Alternatives

Given this situation, the temptation has been great for us to opt for two sets of alternatives: (1) limited-purpose programs, mini-courses, of which the traditional reading proficiency-oriented course has been prevalent; (2) emphasis on superficial aspects of language, traditionally grammar-translation and, more recently, culture (with both a capital *K* or a lower-case *c*). That I consider the explicit teaching of culture and grammar for their own sake superficial aspects of foreign language instruction does not imply rejection on my part of their value as inherent components of the ideal foreign language program. Indeed, it is impossible to impart any significant active proficiency in a foreign language without at the same time inculcating notions about its structure and about the deep-culture of the people who speak it. That today we are discovering the need to teach culture explicitly is, I submit, the result of the widespread teaching of explicit grammar instead of language skills themselves.

Teaching grammar

The academic respectability enjoyed by grammar within the context of foreign language instruction may be traced to what Frank Grittner has termed "grim humanism." The standard apology for the teaching of grammar for its own sake is found in the following statement by a Columbia University professor, named appropriately Calvin Thomas, that appeared in 1907 in a collection of papers entitled *Methods in Teaching Modern Languages*:

> . . .as to the observation that 'a mass of grammatical rules and forms at the outset renders the subject dry and uninteresting', when shall we hear the end of such nonsense? When shall we see the end of this wretched desire to make all things soft and sweet for the youths and maidens of this generation? . . . . Let them learn the grammar and learn it well. It will be good for them.[7]

Grim humanism also entails degrading the intellectual value of the acquisition of active proficiency in a foreign language:

> The ability to speak a foreign language is a matter of practice, not of intellectual discipline. It is a trick, a craft, a *technique*, quite comparable with the ability to telegraph, or to write short hand. It has in itself only a very slight and a very low educational value.[8]

It is the enduring survival of such notions that accounts for the degree to which formal grammar permeates foreign language teaching at all levels. Are not foreign language textbooks still referred to as "basic grammars," "review grammars" etc.? I would submit that only if we acquire more enlightened views about the role of grammar in language teaching will we make use of our methodological know-how and our resourcefulness to implement short-term programs that do lead to a significant active control of a foreign language. I should like to discuss two widely held misconceptions about grammar summarized by the two following statements I have often heard from novice teachers: (1) How can I teach French to kids who don't even know the difference between an adjective and a noun? (2) How do you expect me to teach French to people who can't even speak English correctly?

Grammar as Nomenclature

The first statement stems from a confusion between knowledge of grammatical relationships and knowledge of grammatical nomenclature. That the average American grade school pupil does not know the difference between an adjective and a noun is easily refuted. Consider the sentence: *I want the blue book.* Even first graders could tell one that *book* but not *blue* may be pluralized. They could also tell that *blue* but not *book* may be deleted from the sentence without changing its basic meaning sentence nor affecting its

grammaticality. That first graders can perform these operations implies that they recognize the syntactic functions and grammatical markings of the various parts of speech. Certainly, the identification of the part of speech affiliation of constituents of sentences, the recognition of syntactic functions, the use of grammatical nomenclature, etc. are proper goals of a high school education. In fact, they are legitimate secondary goals of foreign language instruction. But the formal study of language structure, the imparting of insights on the link between language and cognitive processes, and the discussion of the relationship between language and social organization can be more effectively and efficiently undertaken in the context of the teaching of English. We foreign language teachers are not in general sufficiently well trained in linguistics and the social sciences to deal centrally with formal and general aspects of language. For us to attempt to do so would only lead to amateurism and incompetent teaching in a fundamental aspect of a truly liberal education that would bring disrepute to our profession, and it would entail the sacrifice of limited teaching time more productively devoted to the acquisition of active language skills.

The amount and type of grammatical explanation required for efficient cognizing of the target language, such issues as whether grammatical explanations should follow or precede manipulative drill and the degree to which learners should be led to formulate generalizations about material presented to them are all unresolved moot problems. Since grammatical analysis, involving as it does powers of observation, comparison, and synthesis, is admittedly on a higher intellectual level than language practice activities, we tend to provide more grammatical explanation than is required for the learner to achieve effective control of the material. Elementary and intermediate textbooks also contain more grammatical features than the average learner can possibly "cognize" within the period of study allotted, and they far exceed the number he can produce accurately. Keeping grammatical explanations at a strict minimum does not imply mindless imitation-memorization, for as I have stated earlier, it is possible to devise a course of study leading to the acquisition of significant and self-contained language proficiency without the student uttering a single word aloud.

It does mean, however, that explanation must refer to concrete material over which the learner is expected to gain passive or active control. If I may again return to our methodological authority of half a century ago, Harold E. Palmer:

> Let us reserve our explanation of the function of the English preterite until our pupil has already learnt by heart a large number of sentences, such as *I saw him yesterday, I came here just now*, or *Why did you do it last night?* Explanation is only a vicious process when given in excess of the assimilatory processes. Explanatory matter is only harmful when given out of proportion to the concrete matter.[9]

Incidentally, one of the reasons Palmer insisted that teachers have complete mastery of the learners' native language was his belief that explanation should be given in the language the learner knows best.

One of the most persistent inefficient practices in foreign language teaching is the presentation of grammatical forms in complete paradigms. This practice was particularly pernicious before the advent of structural linguistics, for the paradigms that were presented to the learners, based as they were on the written language, often accounted only partially for variations in spoken form learners could hear.

Another type of pedagogical inefficiency is the teaching of useless vocabulary just to present all paradigmatic types. For instance, most French textbooks insist on presenting all irregular verb paradigms. This practice forces the inclusion of all forms of verbs such as *naître* (to be born) and *mourir* (to die), although French people hardly use them normally other than in the past participle forms: *Je suis né en 1931.* (I was born in 1931) or *Ce poète est mort en 1917* (This poet died in 1917). I can hardly imagine any normal situation in which I, as a native speaker of French, would use the imperative of *naître.* (*nais!*—be born), the subjunctive (*il faut que je naisse*—I must be born), or the future (*je naîtrai*—I will be born)! Little is achieved by having students drilled in the use of such rare forms. Commenting on this curious practice, the eminent Danish linguist and language methodologist Otto Jespersen tells the following story:

> . . . a Swedish dialectologist who was investigating the use of the strong preterite form *dog* "died", asked a peasant: do you people here say *jag dog* or *jag dödde?* The peasant was not a grammarian; he answered sensibly: well, when we are dead, we generally do not say anything.[10]

With the growing impact of generative-transformational grammar, foreign language teachers need to be particularly vigilant not to have the goals of another discipline foisted upon them. Indisputably, the search for linguistic universals and the recognition of the primary deep-structure relationships often revealed by introspective inquiry have led to a better understanding of the nature of syntactic functioning and the formulation of basic questions about the process of language acquisition. My colleague Mark Goldin, an applied Spanish linguist, makes a useful distinction between two types of rules foreign language learners need to acquire: *conceptual rules*, which require analysis and intellectual understanding, and *ground rules*, which require only the ability to manipulate surface structure constituents. I would claim that ground rules and the concomitant stress on practice and memorization they imply play a predominant role in the acquisition of language skills. Generative-transformational grammarians are concerned primarily with conceptual rules and their current theoretical discussions do not bear directly on the practical problems foreign language teachers face. We could therefore agree with Bolinger that "...the last thing we need is a Messiah for some new method that will brand all dialogs and structure drills as antiquated and lead us to the promised land of transcendental cogitation about language with a capital L."[11] We should bear in mind that, while linguistics as a subject should form an integral part of our training, it will be useful to us in the classroom only to the extent calculus is useful to the grade school teacher of arithmetic.

Normative Grammar

I address myself now to the problem of normative grammar and prevalent views about it illustrated by the complaint:"How do you expect me to teach French to people who can't even speak English correctly?"

Palmer labeled the notion that "each language possesses an ideal 'correct' form from which all divergencies constitute 'impurities' or 'mistakes' ... a popular superstition ... shared by the majority of academicians and literary experts."[12] If it is a superstition, it is one also shared by many of us. Casual observation of actual verbal interactions between speakers in a complex linguistic community such

as ours suffices to demonstrate that all languages are a mass of constantly shifting varieties defined by regional, sociological, and stylistic factors and that standard languages are ideal norms. To recognize that all languages are variable and that native speakers have available to them a broad range of language varieties does not imply the rejection of the notion of standard language and the teaching of inferiorized or stigmatized language varieties. Common sense dictates that learners be exposed to a relatively stable norm based on the slow, careful style the target speech community recognizes as standard and idealizes: foreign learners are expected to speak "better" than native speakers!

A concomitant of linguistic purism is insistance on absolute accuracy and perfect well-formedness in beginning stages of instruction. What is termed the audiolingual approach implies a choice on the part of the teacher to aim at a high level of control of surface structure—ground rules—but at the cost of imparting a limited number of conceptual rules and vocabulary. As we are too painfully aware, the result of this choice has been the imparting of both an insignificant level of overall speaking skill and low listening and reading comprehension. We would be better advised, I submit, to opt instead for the ability on the learner's part to produce a large number of meaningful messages with limited accuracy and less than perfect accent. For language teachers, who like myself, are only partially reconstructed linguists and would feel uncomfortable with students speechless during the initial 12-to-16 week "cognizing" stage, I should like to illustrate how, by a temporary suspension of strict adherence to the standard language norm, it is possible to enable beginning students to speak with fair accuracy. This approach starts from the premise that adolescent and adult learners make use of innate mechanisms that guide them in restructuring the target language in a form more accessible to them. From this point of view, many learner errors reveal strategies learners use to simplify, as it were, surface structure to communicate meaningful messages. In other words, there are constructive errors whose purpose is to simplify ground rules while observing conceptual rules, and they constitute the best starting point for the teaching of speaking skills.

The French, for all their vaunted logic, use at least four types of

interrogative structures where other people are content with only one. For instance, *Where are you going*, may be expressed:

(1) *Où vas-tu?* (Inversion)
(2) *Où est-ce que tu vas?* (*Est-ce que*)
(3) *Où tu vas?*

or

(4) *Tu vas où?*

Most textbooks liberally mix the *inversion* and *es-ce que* types from the very first lesson and ignore the other two because they are considered incorrect by educated native speakers. But it turns out that these other two types, (3) and (4) above, are the preferred constructions in informal conversations, particularly among adolescents and children. As part of a final speaking test for a group of beginning French students at Indiana University, we required them to produce appropriate questions when given various types of instructions. In classroom practice and in the teaching materials, the *est-ce que* type, introduced first and for active use, and the *inversion* type, introduced primarily for passive control, were used exclusively. Contrastive analysis indicates that influence from the corresponding English pattern would favor the *est-ce que* type.[13] In view of the fact that students had been taught two different interrogative constructions, the proportion of errors was predictably high. The interesting fact, however, was that a surprisingly large proportion of the questions produced conformed to the interrogative type (3) in which the question word appearing at the beginning of the sentence is used with the normal word order, for example, *Quand vous partir?* or *Quand vous a parti?* for *Quand est-ce que vous êtes parti?* or *Quand êtes-vous parti?*

It is also interesting to note that type (3) is the first interrogative structure to appear in the speech of young French children. Readers of Saint-Exupery's charming tale *Le Petit Prince* will recall that the Little Prince did not ask the narrator to identify himself with *Comment t'appelles-tu?* but with *Comment tu t'appelles?* Incidentally, the *Où tu vas?* interrogative type is also the one found in Creole French, a language presumably derived from a variety of French evolved by foreign learners who needed to communicate instantly

with speakers of French or with each other and did not have the opportunity to learn the fully formed variety of the language.

To account for the generalization of this interrogative type on the part of our students, I would hypothesize the following process. Starting from several types of interrogative sentences they recognized as conceptually equivalent but whose surface structure was too complex for them to assimilate as productive and creative processes, they reconstructed a type easier for them to handle. This suggests that, if effective teaching involves responding to learners, the restructured type should be taught in early stages of instruction. This would reduce the frequency of outright errors and enable the learner to express himself earlier. What is required, however, is a relaxing of linguistic purism to permit, on a temporary basis, the teaching of constructions that are fully grammatical in the target language though sociolinguistically stigmatized. The only risk involved is that students will have so well internalized these "crutch" structures that they will continue to use them when the more sociolinguistically acceptable but more grammatically complex equivalents are introduced. Since we expect students to overcome deeply ingrained native language habits to speak the target language in the first place, unlearning these "crutch" structures does not appear to pose a serious problem.

Concomitant to the linguistic liberalism I am advocating are more modest objectives for speaking proficiency at the elementary level and greater tolerance of errors and inaccuracies when students are asked to engage in the natural use of language. The beginner should not be required to respond in complete, fully formed, and accurately pronounced sentences. What proportion of the sentences we produce in normal conversation are fully formed and complete? After all, effective communication under normal conditions depends more on content than on form, and perhaps one of the important side products of language instruction is training in benevolent decoding: not perversely putting down people who don't speak exactly as we do although we understand fully what they're trying to say.

Conclusion

Rather than to submit to the mood of despair prevalent today, we should strive to clarify our teaching objectives so that we can impart a

significant and self-sufficient control of language skills in the admittedly inadequate period of instruction allotted to us. This can be done by stressing cognitive control of the target language within the framework of emphasis on listening and reading comprehension and a modest amount of practice in speaking. But we should not confuse cognitive control with traditional emphasis on grammatical explanations and the memorization of rules and paradigms that do not refer directly to the material over which learners are expected to acquire active control. The more modest but realizable goals I advocate imply the recognition that explicit grammatical discussion is subordinate to practice and use and the adoption of more enlightened views about linguistic variation. Finally, they also suggest a profound modification of teaching materials and procedures and a reorganization of the teaching context to make them more responsive to the learner. In particular, a shift is required from *a priori* definition of objectives and pedagogical progressions to those based on actual student performance through the observation and analysis of errors. At the same time we must convince public officials, educational administrators, and parents that foreign language learning is a central component of the education of all American youngsters and that it can only take place effectively with the adoption of the longer learning sequences and earlier beginning age found universally in the other developed nations of the world. Most importantly, we must overcome the temptation to wander into areas that are marginal to our field. The goals of language teaching are to form incipient bilinguals and biculturals, not apprentice linguists or bargain basement cultural anthropologists. In this regard, I should like to conclude by adding one word to the advice, neither optimistic nor pessimistic, given by the hero of Voltaire's *Candide*: *"Il faut cultiver notre [propre] jardin."*

Notes

1. Dwight Bolinger. Let's change our base of operations, *Modern Language Journal* No. 55 (1971) p. 144.
2. Harold E. Palmer. *The Scientific Study and Teaching of Languages*. London: Harrap, 1917, p. 24. (Revised edition. David Harper, ed., London: Cambridge University Press, 1968).
3. *Op. cit.*, p. 49.
4. Simon Belasco. The relation of linguistic analysis to foreign-language teaching, in Gaylord Todd, ed., *Current Issues in the Teaching of French*. Philadelphia: Center for Curriculum Development, 1972, p. 2.
5. *Op. cit.*, p. 25.
6. Palmer, *Op. cit.*, p. 163.
7. Calvin Thomas. "Observations upon method in teaching of modern languages," in *Methods of Teaching Modern Languages*. Boston: D. C. Heath, 1893, p. 15.

8. *Op. cit.*, p. 25.
9. Palmer, *Op. cit.*, p. 173.
10. Otto Jespersen. *How to Teach a Foreign Language*. London: Allen and Unwin, 1904.
11. Bolinger, *Op. cit.*, p.155.
12. Palmer, *Op. cit.*, p. 35
13. Albert Valdman. "L'interrogation en francais et en anglais: considerations comparatives et pedagogiques," *Le Francais dans le monde* 81 (jeune 1971) 35-39; "Language variation and the teaching of French," pp. 87-108 in Todd, *Op. cit.*

6
Culture:
An Individualized Instruction Option

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During the past few years the foreign language teaching profession has witnessed major developments in two areas: individualized instruction and the teaching of culture. Five years ago the practice of individualizing instruction in the foreign language classroom was almost nonexistent. Today we can find many teachers at all levels individualizing various aspects of foreign language instruction and increasing the amount of culture taught in the classroom. To individualize instruction some choose to individualize the pace of instruction via continuous progress programs, others choose to individualize content by offering mini courses, while others choose to individualize the mode of learning through the use of various group learning processes. Besides being able to locate many teachers practicing different aspects of individualized instruction, the profession now has at its disposal an ever increasing literature dealing specifically with the topic. Volume 2 of *The ACTFL Review of Foreign Language Education*, whose main theme is "Individualization of Instruction," contains

countless sources on the subject. Moreover, since 1971, five books[1] dealing specifically with individualizing foreign language instruction have appeared on the market, and at least a few more are in press. In addition to these books, one can almost always find at least one article dealing with some aspect of the topic in the recent issues of the major professional journals. Finally, many preservice and inservice methods courses now include training in individualized instruction. In fact, during the summer of 1973, there were numerous summer workshops throughout the country focusing specifically on that topic.[2]

In 1966, Howard Lee Nostrand wrote the following concerning the teaching of culture:

> The weakest aspect of our whole performance is the teaching of foreign culture and society. If this criticism is well taken, we language teachers should do something about it because we have the best opportunity in all modern education to give students an understanding of a second culture and because such an understanding is critically important today.[3]

Thanks to Nostrand's trailblazing efforts in the field of culture, the profession has indeed, since 1966, accepted the above criticisms and taken steps to ameliorate the teaching of culture in the foreign language classroom. A number of recently revised or newly published textbooks have significantly increased the amount of everyday culture included therein. At least one of them[4] has included in the teacher's edition of its elementary and intermediate texts a cultural guide that provides the teacher with accurate information and suggested classroom activities.

Today's market also provides several readers at all levels which include numerous selections dealing with everyday culture. French and Spanish teachers seeking information about their respective cultures can turn to *Teaching for Cross-Cultural Understanding*[5] or to the Alameda County School Department publications.[6] The latter provide a very useful reference guide showing where each of the concepts discussed can be found in selected high school textbooks. German teachers will find it very informing to possess a copy of *These Strange German Ways*.[7] Inservice opportunities to help teachers become more adept at the teaching of culture are increasing. The American Council on the Teaching of Foreign Languages has sponsored national and regional workshops on the topic, and this past sum-

mer at least six American universities offered special workshops focusing specifically on the teaching of culture in the foreign language classroom.

Considering the progress made in the areas of individualized instruction and the teaching of culture during the past few years, it seems advantageous to investigate the implications that one area might have for the other. In theory, culture should provide the teacher with an opportunity to try individualizing instruction, while individualized instruction might very well provide a guarantee that culture will become a living component of the foreign language curriculum.

The reasoning behind this speculation is quite simple. The normal textbook usually already provides the teacher with some guidelines for the teaching of listening, speaking, reading, and writing on a 1 to 25 basis; without specialized textbook guidance many teachers will not attempt to individualize unless they can do so on a large-scale basis where the learning of all four skills is individualized. Individualization requires a significant commitment of time and money on the part of the school district, a commodity less and less available on today's market.

Unlike the teaching of the four skills, only very few textbooks furnish the teacher with guidelines for the teaching of culture. Even though they are increasingly including a variety of cultural information, most of them still leave to the teacher the methodological basis for the incorporation of culture in the classroom. This implies that since the teacher must, in any case, devise his own approach to teaching culture, he may very well be susceptible to experimenting with individualized instruction for that portion of the curriculum. In essence, individualizing the cultural element does not demand a total commitment to change on the part of the teacher. He can try his hand at something new, while still maintaining the aspects of his teaching where he feels comfortable. Such an effort would permit the teacher to evaluate his and his students' attitudes toward individualization, thus leading to a possible increasing or decreasing role of individualized instruction in the curriculum. Therefore, the assumption that culture does indeed provide the teacher with a viable opportunity to explore individualized instruction seems reasonable.

Looking at the situation from a different perspective, culture tends to be included in the curriculum only when time permits, primarily because it is treated as an aside in many textbooks. Often, the demands on a teacher to complete a specified amount of material means that primary classroom emphasis will be on the presentation of material, the explanation and application of vocabulary and structure, and testing. This is especially true during the latter part of the school year. In any event, the more this kind of pressure exists, the less emphasis there is on culture.

One of the ways by which this imbalance of curricular elements can be corrected might be to individualize the cultural component wholly or partially. By doing so, the teacher explicitly attaches importance to culture and assures that it will not be neglected during the course of the school year. Therefore, a minor commitment to individualized instruction has the possible effect of guaranteeing to culture a significant role in the foreign language curriculum. It seems plausible to assume that culture and individualized instruction can mutually benefit from each other's presence in the classroom, and further exploration of their interaction is suggested.

Individualizing the instruction of culture implies manipulating the content and the mode of instruction as well as the pace of instruction. The content of the cultural component may be individualized by offering the student a choice of material to be studied. This choice may assume the form of a series of class-taught cultural mini courses or individualized "cultapaks" from which the student makes a selection. On the other hand, it may be selecting from a set of readings each accompanied by guidelines for independent study. At Bloomington South High School in Indiana, the content individualization takes place after certain broad cultural topics have been identified. For example, when a student selects the Spanish mini-course entitled "Revolutionaries," he is asked to learn basic information about seven revolutionary figures, but then he is free to choose which two he will study in depth.

The mode of instruction in the cultural component can be individualized by permitting students, with teacher approval, to select the learning approach best suited to their needs. Some may select a form of programmed instruction such as can be found in the *Hon-*

duran Culture Assimilator developed for Amigos de Las Americas by the Psychology Department at the University of Illinois. Others may choose a less restricted format and use guidelines to individual activities. Still others may enjoy working in small groups on specified topics and present for evaluation a group project such as an 8 mm. film, a set of slides accompanied by tape, or maybe a videotape presentation.

Applying individualized pacing to the cultural component would mean that the pace and the amount of material covered would vary for individual students or designated groups of students. A student may be asked to complete a specific number of cultural packets or "cultapaks" within a scholastic year, but it is up to him as to when and how fast this task is completed.

This seems to leave little doubt that the cultural component of the foreign language course can indeed be individualized. However, this need not necessarily imply that culture is treated as a separate entity with no relationship to the target language. Certainly kinesics and language utterances will continue to be taught together, as will the cultural asides which often accompany the presentation of dialogues. What it does mean is that there will be an opportunity to expand upon the cultural asides and introduce material that might not otherwise be included.

The majority of existing individualized foreign language programs are structured on a vertical axis. In such programs the staff prepares either a series of self-contained packets that include all needed materials for the course or a series of checklists to accompany the units in a specific textbook. Whatever approach is selected for these vertical programs, it is necessary for the staff to have an entire year's material ready before initiating the program.

Since many teachers come from schools where there is only one person teaching a specific language, it may very well be impossible to establish elaborate vertical schemes. This teacher is burdened with five or six classes per day, including three of four preparations, and the school may not be willing to provide him with either the time or the money needed to develop a set of materials.

As an alternative a program of limited individualization that will permit the teacher both to explore the concept of individualized instruction and to include in the curriculum an increasing amount of

cultural materials might prove workable. Such a proposal calls for a horizontal structure to individualized instruction. As shown in Figure 1, the program includes a core of materials to which all students are exposed and expected to complete satisfactorily. This core may be taught in a traditional classroom environment and consists of the basic elements found in the school's adopted text. (This of course implies that not everything found in the text need be covered.)

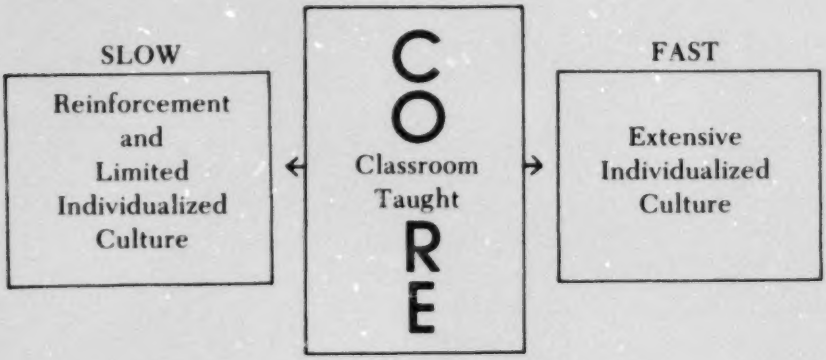

Figure 1

On either side of the core are located the individualized components of the course. After spending a number of weeks in the normal classroom situation covering x-number of units of the core material, the class may cease its large-group activities for a week or two and embark on its individualized culture program. (The number of times that this pattern may be repeated throughout the year naturally would depend on a variety of factors. Some teachers may want a week of individualized work after each core unit, while others may want to attempt it only once or twice each semester). The students who have completed the core units to a predetermined level of proficiency may be assigned to the extensive individualized culture program, while those who have experienced some difficulty with the core materials are assigned to the more limited one. The latter group receives increased teacher attention to help reinforce core concepts and participates in a less extensive individualized culture program. At the end of the time period specified for individualized culture, students in both groups return to the normal classroom environment to begin the next core unit.

To better visualize this program, it might be useful to describe a hypothetical program at three different levels of instruction. As shown in Figure 2, the core of the level one program focuses on basic communication skills, with an emphasis on listening comprehension and speaking. The core includes not only basic vocabulary and structure, but also the kinesics that normally accompany common utterances. Although most of the culture will be included in the individualized portion of the program, it is expected that the core will teach students to behave according to the target culture in simple situations such as greetings, introductions, and leave-taking. These behaviors are inherent to the basic communication skills and should not be treated separately.

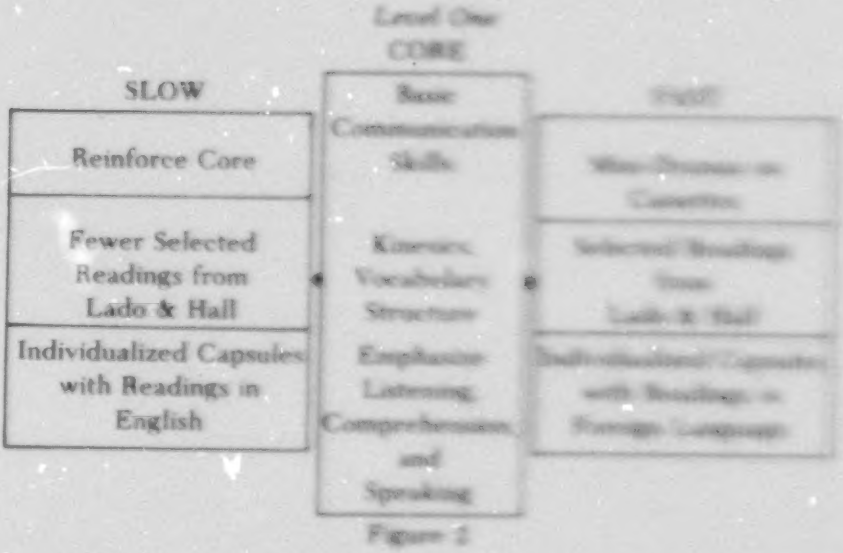

Figure 2

In the individualized culture segment of the course, both the slow and fast groups contain activities using the same format. However, they differ as to content. For example, included in both groups are readings from *The Silent Language* by Edward T. Hall and *Linguistics Across Cultures* by Robert Lado. In Lado, both groups

will be asked to read the chapter entitled "How to Compare Two Cultures." In Hall, the slow group will read only the Introduction and the first chapter "The Voices of Time," while the chapters entitled "What is Culture," "The Vocabulary of Culture," and "Culture is Communication" are added for the fast group. Naturally, students wishing to read additional chapters will be permitted to do so.

The justification for including such readings can be found in Stanford's writings.[4] He maintains that before arriving at the descriptive knowledge of a given culture, a person seeking cross-cultural understanding needs to cope with five higher levels of understanding these cultures. In order of priority, these include the psychological capacity to be magnanimous toward strange ways, the life purposes that include such magnanimity, the attitudes specifically applying these general good intentions to cross-cultural phenomena, the general ideas about the nature of culture and societies, and the principles for analyzing and organizing data about cultures and societies. No doubt the limited readings in Hall and Lado fail to do justice to Stanford's recommendations, however, they do provide some good basic ideas upon which a foundation for cross-cultural understanding may be built.

Returning to the suggestions for Level I, the reader will find that individualized culture capsules are also planned for both groups. The difference between the two is that the readings included in the capsules will be in English for one group, while in the foreign language for the other. It should be noted that culture capsules as described by Taylor and Sorenson[5] were not intended for individualized instruction. Briefly, they consisted of a simple script accompanied by realia and visual aids to be presented orally to the class by the teacher then discussed using rhetorical or open-ended questions. These capsules, focusing on one minimal cultural difference, can easily be converted to short individualized units by including a set of guidelines for student activities.[6]

Besides the readings from Hall and Lado and the individualized culture capsules in English, the slow group will have an opportunity to reinforce material covered in the core. These students may be given more intense individual assistance from the teacher since most of the other students will be working by themselves.

The fast group, on the other hand, will have access to mini-dramas on cassettes. According to Meade,[11] the mini-drama involves students in the re-enactment of a situation in which members of two cultures fail to understand one another because of a difference in cultural backgrounds. After viewing the drama, the class discusses possible reasons for the misunderstanding. Once again, it is not difficult to individualize this activity. Instead of viewing the drama, the student may listen to it on a cassette tape recorder and discover the reasons for the misunderstanding with the help of leading questions included on the tape or an accompanying guidesheet. Naturally, the mini-drama could also be read.

To give a more specific example of the above program, assume that it has been decided that the core of materials for Level I consists of the first eight units of the second edition of *A-LM French Level One*. Approximately three weeks is to be spent on each unit, and after every other unit a two-week period for individualized culture is to be set aside. Units 5 and 6 have been completed, and students are ready to begin the third individualized portion of the course. What types of cultural activities could be included which correlate with the material presented in these two units? Unit 5 is entitled *"On va au cinema"* ("We're Going to the Movies") and Unit 6, *"Dejeuner a l'ecole"* ("Lunch at School").

The titles of the units themselves suggest several possibilities, and a perusal of the unit contents add several more. In conjunction with Unit 5, students could have access to a variety of individualized capsules dealing with several forms of leisure time: going to the movies, the theater, a concert, a surprise party. Several drills in the chapter use vocabulary related to different modes of transportation. This might lead to capsules concerning the bicycle, the scooter, the bus, the metro, etc. Other drills contain prepositions of location that could be used in capsules about the location of famous theaters and concert halls in Paris. Some of these capsules might be only in French, others only in English, and still others in both languages.

Suggestions for mini-dramas related to Unit 5 include an encounter with the usherettes at the cinema who expect a tip or confusion among foreigners as to what time of the day any of the above events take place.

Individualized activities for Unit 6 ("Lunch at School") might include capsules on the various differences between American and French schools: dress code, grading system, weekly schedule, topics studied, etc. Since many of the exercises include food vocabulary, other capsules might center around what, when, and how food is consumed. Mini-dramas could include problems of proper table manners and proper behavior when addressing a teacher or superior.

Any combination of these activities could be included as options for both groups. These along with one chapter in Hall might result in an exciting two-week period. Moreover, since the major portion of the cultural material is closely correlated with items in each unit, the individualized activities in and of themselves would serve to reinforce the core material. A more limited selection of these activities could be implemented in a one-week period of individualized culture.

At Level II, the core program, as shown in Figure 3, continues with the basic communicative skills, but now the primary emphasis is on reading. Once a predetermined portion of the core has been completed, the slow group may select any of the following options during the individualized culture segment of the course:

Level Two

SLOW	CORE	FAST
	Continue Basic Communication Skills:	
Reinforce Core		Selected Graded Readings
Individualized Capsules with Readings in Foreign Language	Kinesics, Vocabulary, Structure	Individualized Capsules with Readings in Foreign Language
Mini-Dramas in English	Emphasize Reading	Mini-Dramas in Foreign Language

Figure 3

1. Reinforcement of core activities.

2. Selected readings from the increasing number of culturally oriented graded readers now appearing on the market.[12] Accompanied with guidelines for student use, many of the simply written selections found in these publications make excellent cultural reading for less able students.

3. Individualized culture capsules with readings in the foreign language. Some of the capsules prepared for the Level I fast group could be utilized for the less able Level II students.

4. Cultural mini-dramas in English. Students have an opportunity to work in small groups re-enacting cultural misunderstandings.

On the other side of the ledger, individualized cultural activities for the more able students include the following:

1. Selected readings, accompanied by guidelines, from culturally oriented graded readers. The selection would be oriented to a higher level of achievement and students expected to read a greater number of selections.

2. Individualized culture capsules with readings in the foreign language. These would be similar to the level one capsules, but geared to a higher degree of difficulty.

3. Cultural mini-dramas in the foreign language. Students in small groups would practice and re-enact cultural episodes. The best ones could be recorded on audio or video tape for use in the Level I program.

At the advanced levels of foreign language study the core program might include many different activities depending on the textbook used, if any, and on the specific orientation of the teacher and students. Although the core may differ from school to school, Figure 4 suggests that it continue to include work with the basic communication skills while emphasizing guided writing. In addition, the instructor may want to provide for all students a review of some of the basic cultural items studied during previous years.

Advanced Levels

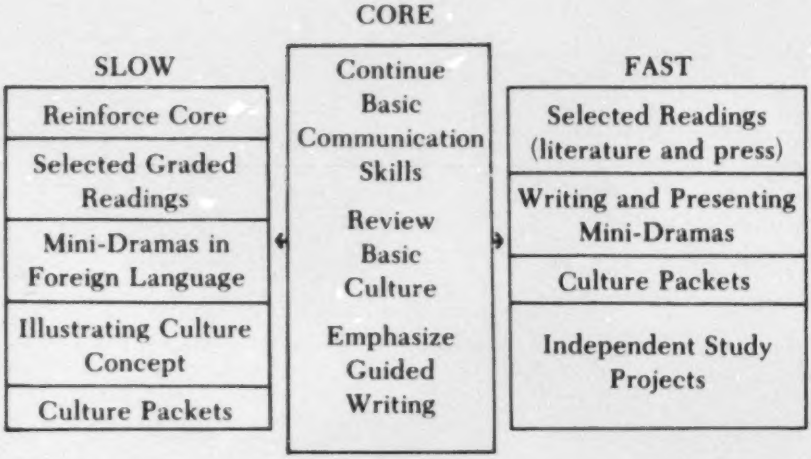

Figure 4

Some of the activities suggusted for the individualized culture component at the advanced levels are similar in format to items mentioned above, however, the content is changed to meet the needs of the students. For the less able students, the following activities are recommended:

1. Reinforcement of core activities.
2. Selected readings from previously mentioned graded readers.
3. Staging cultural mini-dramas in the foreign language.
4. Locating illustrations of cultural concepts in foreign magazines. This activity would include reading a passage describing a point of culture and following suggestions for locating an example of the concept.
5. Culture packets or "cultapaks." These are longer than the culture capsules and usually focus on a broader topic. Learning activities might include English as well as foreign language sources. [13]

Recommendations for the faster advanced level students are as follows:

1. Selected cultural readings accompanied by guidelines for study. Examples of culture found in literary selections and in the foreign press could be introduced at this time. Caution should be exercised not to include too difficult selections which might frustrate the student.
2. Writing and presenting mini-dramas. Instead of staging an already prepared mini-drama, small groups of students select a point of culture and, using guidelines, write and present their own drama depicting a cultural misunderstanding.
3. Culture packets or "cultapaks."
4. Independent study projects. Individuals or groups define and seek teacher approval of a specific topic they wish to pursue independently. Pace, content, mode of learning, and method of evaluation are determined by student and teacher together.

It should be pointed out that in each of the three sample programs, not all of the suggested individualized activities should be used during any one designated culture block. Rather, they are meant as suggestions from which a limited number of activities could be selected for each block. For example, it may be that in the advanced level program, some students might spend an entire culture block on one specific independent study unit; on the other hand, other students may engage in a variety of shorter activities.

Here, then, is a rationale for combining individualized instruction with the teaching of culture and a proposed horizontally structured model for its implementation. Most of the activities suggested are common classroom occurences. The major difference is that this proposal organizes them according to a different format. The proposal's strength lies in the fact that it is flexible and demands only as much change as the teacher and students desire. Each teacher decided both the number and the length of the individualized culture blocks to be included in the curriculum. Whatever his choice, the plan would provide each one with an opportunity to explore individualized instruction on a limited scale while at the same time guaranteeing the inclusion of the all important element of culture.

Notes

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1971. Frank M. Grittner and Fred H. LaLeike, *Individualized Foreign Language Instruction*. Skokie, Ill.: National Textbook Co., 1973. Ronald L. Gougher, ed., *Individualization of Instruction in Foreign Languages: A Practical Guide*. Philadelphia: Center for Curriculum Development, 1972. Rebecca M. Valette, and Renee S. Disick, *Modern Language Performance Objectives and Individualization: A Handbook*. New York: Harcourt, Brace, Jovanovich, 1972.

2. See listing of summer workshops in *Accent on ACTFL*, Vol. 3, No. 4 (April, 1973) p. 31.
3. Howard Lee Nostrand, "Describing and Teaching the Sociocultural Context of a Foreign Language and Literature," in Valdman, Albert, ed., *Trends in Language Teaching*. New York: McGraw-Hill, 1966, p. 2.
4. Albert Valdman, Simon Belasco, and Florence Steiner, *Son et Sons* and *Scenes et Lumieres*. Glenview, Ill.: Scott, Foresman, 1972.
5. Tora Ture Lado, ed., *Teaching for Cross-Cultural Understanding*. Raleigh, N.C.: State Department of Public Instruction, 1968.
6. Alameda County School Department, *Understanding Spanish-Speaking Cultures*, 1972; and *Cultural Understanding: French, Level One*, 1971. Hayward, Calif.: Alameda School Department.
7. *These Strange German Ways*. Hamburg, Germany: Atlantik-Brucke, 1971.
8. Nostrand, *op. cit.*, pp. 5-8.
9. H. Darrel Taylor, and John L. Sorenson, "Culture Capsules," *The Modern Language Journal*, Vol. 45 (December 1961), pp. 350-54.
10. For further suggestions see Robert J. Elkins, Theodore B. Kalivoda, and Genelle Morain, "Teaching Culture Through the Audio-Motor Unit," *Foreign Language Annals*, Vol. 6, No. 1 (1972).
11. Betsy Meade, "Let Students Live It Out," *Accent on ACTFL*, Vol. 3, No. 1 (September 1972), p. 11.
12. Camille Bauer, *Panorama de la France Moderne*. New York: Holt, Rinehart and Winston, 1968. Pedro Villa Fernandz, *Por esas Espanas*. New York: Holt, Rinehart and Winston, 1964. Paul Pimsleur, *C'est la vie*. New York: Harcourt, Brace, Jovanovich, 1970. Paul Pimsleur, *Sol y Sombra*. New York: Harcourt, Brace, Jovanovich, 1972. Kimberly Sparks, and Edith Reichmann, *So ist es*. New York: Harcourt, Brace, Jovanovich, 1972.
13. An annotated list of available packets may be obtained by writing for *University of Minnesota Foreign Language Curriculum Units, Fall, 1972*, Foreign Language Materials Center, 224 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455.

7.

Gaining Better Student Support for the Foreign Language Program

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It is the basic assumption of this chapter that no foreign language program will succeed without the support of its students. However, that support is not always a natural outcome of the instructional process. In fact, gaining better student support frequently requires planning and ingenuity on the part of the teacher, beyond the daily in-class teaching processes. Today it is not enough to be a good or even a great classroom teacher. We as foreign language teachers must go out of our classroom to publicize our program. We must let others know that our program exists, what its goals are, what its activities include. This can be done in a number of ways. My focus is upon two approaches which I refer to as "blatant advertising" and "informational advertising."

Examples of Blatant Advertising

Blatant advertising is directed at the students within your school who have not yet signed up for a foreign language. It is highly visible and omnipresent. Your classroom door is a spot for blatant advertising; it should never be empty! Cover it with realia to attract students' attention. Examples of these are: cartoons and captions from target

language magazines, Snoopy drawings with captions from your students, advertisements in the target language, work produced by your students (for example, maps, menus, drawings of dialogue lines). While it is important to decorate the bulletin board in your classroom, those who see it have already signed up for foreign language study. Use your classroom door as an attention-getter and interest-arouser. Add to this rock-and-roll music (such as *Hair* or *Superstar* in the target language) played loudly close to your door. Soon you will find many students stopping at your classroom door.

Another advertising spot is the trophy case. At least twice a year those athletic trophies could move out to make room for a foreign language display consisting of realia, posters, foreign language expressions, information about the different foreign languages and facts about countries being studied in your school. If you encourage your students to prepare these displays, you will find that they bring friends with them to look at the information. The IMC is another useful spot for foreign language advertising. Displays about writers, musicians, or artists can be set up as well as presentation units on topics such as, "Why Study Foreign Languages?" "Careers with Foreign Languages," or "English Expressions from Foreign Languages." The person in charge of the IMC is often delighted to have changing, interesting displays prepared by you or your students.

Another way of creating blatant advertising is to greet all your students in the foreign language wherever you see them—in the halls, at games, at all school events. Carry out small talk with them in the target language. It quickly becomes an "in-group" thing to do. One teacher did that so consistently that even students *not* enrolled in her classes greeted her in French. And *even* the principal would say, "Bonjour, madame. Ça va?" That was truly an accomplishment and a result of blatant advertising.

To help out your blatant advertising, keep your principal informed of your activities. I recently attended a foreign language meeting where the main speaker was a principal. He talked about ways in which his foreign language teachers had gained his support. One of the things that impressed him most was the monthly newsletter that the foreign language teachers prepared. In it they indicated the types of activities the various classes had carried out. This included reports

on special projects that the students had undertaken and the progress that each of the classes was making. One newsletter also contained an article, prepared by the students, discussing the values of studying a foreign language. This newsletter keeps the principal well informed of the activities of the foreign language classes thereby contributing to the fact that he is supportive of the foreign language program. The newsletter is also sent to parents and is distributed to students in the school so that everyone knows about the activities and progress of the foreign language classes.

Another means of blatant advertising is to encourage your students to submit short articles in the target language to your school newspaper. Sample items are interviews with teachers or students, descriptions of school events, funny anecdotes, or short skits written in the target language. You will be surprised by how many students and teachers stop you to ask you to translate the article. Your own students will feel a real sense of accomplishment in being able to understand the articles and in showing off their comprehension skills to other students.

To aid you in your blatant advertising, keep a camera in your room. When skits are presented or when students are working in pairs or when visitors come, take pictures. Make enlargements of the best shots and put them on your classroom door, send them to school and local newspapers, keep a "memory album" for your students to peruse between classes. Also enlist the aid of the local press and the school newspaper to write articles (and include pictures) on your poetry contests, programs for parents, and any language club activities. ADVERTISE, ADVERTISE, ADVERTISE. And do so frequently in the most visible, obvious, and blatant ways so as to make students, teachers, and the community aware that your program is active, thriving, and interesting.

Examples of Informational Advertising

We need to advertise in informational ways too. There are several groups that need to know about your program and what it offers. Specifically, there are students in the "feeder" schools—potential future students—who are in the process of deciding on courses for the coming year. Some of them do not even know

that a foreign language program exists at the school to which they are going. Recently a parent complained to me, "If only Debbie or I had known that they offered a foreign language at the middle school, she would have signed up for it." Even if students do know that such a course is offered, most of them have no idea of what foreign language study entails. *You* must inform them.

You might send a letter of introduction and orientation to these students and to their counselors via the classroom teacher. Introduce yourself, tell them something about your background. For example, let them know if you have been to the target country, if you have traveled or studied there, and why you are involved in teaching another language. Also explain, in broad terms, what your goals are in foreign language study. In short, help them to get to know about you and your program. If possible, send along a videotape or tape recording of parts of your class period in which you include such things as skits, songs, and poems. Let them actually see and hear the kinds of things your classes do. If possible, also send two or three of your students to the feeder school to talk about their experiences in studying foreign languages. They can indicate what they have enjoyed about it and can express their views concerning the values and goals to be derive from studying another language. Or invite the students from the "feeder" school to sit in on a "demonstration" class when they visit the school in the spring. Do all you can to inform the students, teachers, and counselors in the "feeder" school about your foreign language program.

We also need to inform and orient the group of students who do sign up for foreign language for the fall term. One practice is to send these students a personal letter about a week before the fall semester begins, greeting them in the foreign language and saying after several lines, "Just think—in a few weeks, you'll be able to understand everything I have just said." In the orientation letter, explain to them what to expect on the first day of class and how to guess what was said in the letter. It is also a good idea to list certain basic classroom procedures, explaining *why* they are necessary (for example, why all activities will be conducted in the target language, why regular homework will be assigned, why attentive listening is crucial). And you can also list several goals that students can expect to achieve within the

first few weeks of class. This makes for a very successful first day of teaching and for informed, motivated, supportive students. Too often we go about doing what *we* know is best for students in learning a foreign language, without letting *them* know what we are doing and why. Training students how to study and how to succeed in class from the first day is crucial to developing their support of our program. gram.

If you can't send out an orientation letter before students begin school, consider handing one out on the very first day of class. I still do this at the university level in language classes and in one methods course. In this way, students know what to expect from the course and how to succeed in it. You can ask the "veteran" students in your classes to make up four or five suggestions on how to study a foreign language, telling them that their ideas will be given to new students. Use these ideas in your orientation letter, crediting them to the *students*. In the fall you can also get a panel of students from your second and third-year classes to visit your first-year group and to give them specific ideas on studying. Students are more likely to believe the suggestions of their peers. And usually their peers' suggestions are more practical than ours. Students who know how to study and who succeed will support the foreign language program.

Curriculum Guides for Students

Another aspect of informational advertising that is sorely needed is a curriculum guide for *students*. Most schools or subjects have curriculum guides for teachers so that the teachers know the goals, content, and activities of a given subject. But how many of these ever reach the students? Instead, students are expected to sign up for a subject just on the basis of its title. Suppose you were a student and read that there was a course called Hydraulics I. Oh, yes, there is also Hydraulics II and Hydraulics III. Wouldn't you want to know what it covered and how Hydraulics I differed from Hydraulics II? Suppose you were a counselor and a student asked you about Hydraulics I. And all you knew was what you saw in its title. I doubt that you would be likely to encourage a student to sign up for it. Most likely you would counsel the student into a course you knew about; one you could describe in detail; one you could see met his needs, abilities,

and goals. It is about time that we foreign language teachers *communicated* more with counselors and future students by means of a published description of our courses. What exactly will happen in German I? What skills will be developed? What activities will be part of the daily meetings? What kind of homework will there be? What topics will be explored? Will there be a carryover in subject matter to other areas so that students can use what they learn in German I in other subjects? How does Spanish II differ from Spanish I? What activities will be continued? What new ones will be introduced? Why should a student go on from Spanish I to Spanish II? Or will it be just one more year of the same thing? Is French III a year's course or are there semester offerings or "mini-courses?" What skills will be worked on; in what ways? How will French III fit into the college sequence?

These are questions that students ask before taking a course; these are answers that a counselor or homeroom teacher needs in working out a student's program. We *must* furnish that information. One side note: This would be a good project to have your students work on in the spring. Ask them which activities they enjoyed most in your class (so you know which ones to advertise and continue). Ask them what they can look forward to in the next year of language study. Ask them to suggest goals and values in studying foreign languages. This will help them see the different goals they have already achieved this year, giving them a feeling of accomplishment. It will also help them feel that they are involved in the planning process for next year's program. Best of all, it will help you prepare a student-oriented curriculum guide.

The Need for Short-Range Goals

To develop student interest, we need blatant advertising. To build student enrollments, we need informational advertising. To gain and maintain student support, we need to set up short-range, accomplishable goals for our students on a regular basis. It is not enough to say, "One fine day you will speak Spanish like a native." That is too far off. It is much more effective to say, "In two weeks a native Spaniard is coming to talk with you. What would you like to ask him? Let's see how many questions we can perfect before then."

In determining short-range goals, it is important to find out what your students want to learn about the country, people, or language. Conduct an interest inventory early in your course. Give your students a checklist of topics to be explored, asking for their preferences on the list as well as their additional suggestions. You may be surprised to discover the variety of interests your students have that you were unaware of. They will be surprised at the many different topics that could be covered in the course. Then carefully go through those topics via films, culture capsules, talks from other teachers, special reports by students. Students will be more supportive when they see that you are preparing materials that answer their interests.

Preparing a program for parents and friends is another short-range goal and excellent public relations work. Such a program does not have to be extensive or polished. It is enough for parents to hear their child speaking or singing another tongue to impress them with their progress and to gain parental support. And the students can see their achievement when a 30-to-40 minute program is conducted largely in the target language. Daily practice activities take on much more significance when the students know that friends and relatives are going to see and hear them performing. In fact, the program can consist of regular classroom activities such as dialogs, original skits, math problems, songs, commands, or games. I recently taught French to a group of 12 second graders (including my daughter). After just nine one-half hour sessions, we invited the parents to come and observe a typical class period. The children gave no memorized poems or dialogs. Rather, we went through greetings, colors, objects—the kinds of materials we had been working on—plus a few new items. The parents were impressed by the fact that the children spoke French for the entire one-half hour. And the children were proud of their accomplishment after only four weeks. They were excited about going on to learn more because they could see how much they had already learned. You can be sure that these parents are now very supportive of foreign language study because they have actually witnessed the learning that occurred. We need to keep parents better informed of the progress of their children, and we need to show students how much they are learning. A short program every few months can accomplish both of these purposes.

Peer Involvement in Instruction

Another way of establishing short-range goals and of showing students their progress is to ask your second or third-year students to help out in your first-year program. Second or third-year students can come to your first-year class to give a dictation, to read listening comprehension passages, to ask a variety of questions, or to give a pattern practice. I often had my upper-level students come to my first-year classes as part of their oral testing during the year. Instead of giving an oral presentaton in their own class, they did it for the first-year group. I observed that they were less nervous when talking in front of first-year students than in front of their peers. I also found that the upper-level students could hear the difference between their speaking ability and the ability of the first-year students. They had a definite sense of accomplishment; they could see how the additional year or two of study had contributed to greatly improved performance. I discovered, too, that the first-year students had a more tangible goal, a short-range goal. If someone near their age could speak French that well, they began to believe that, in a year or two, they could also make that much progress. Students never believe that they will learn the language as well as we have. Therefore, hearing a peer use the language gives them hope that they can make significant progress in just one or two years.

I have also used the third- and fourth-year students as tutors for beginning students for make-up work or remedial work. A recent book by Riessman, entitled *Children Teach Children*, reported on cross-age tutoring. He found a considerable increase in the scholastic performance of the tutored children and a very considerable increase among those doing the tutoring. I would conjecture that part of the cause for the increased performance among those doing the tutoring is a sense of achievement from their previous learning—learning that has enabled them to teach another student. This sense of having achieved, of having learned from previous study, gives them more motivation for continuing to study.

Contacts with Higher Education

In addition to preparing programs for parents and using upper-

level students to help first-year groups, short-range goals might include a visit to a nearby college or university to sit in on classes. Last year at the University of Wisconsin-Madison, we have had over 300 students from 25 different high schools visit our French classes. In the morning the students attended classes, from first year ones up to phonetics and advanced literature. The high school students reported being very proud that they could understand the French. Naturally, they did not understand everything, but they understood enough to convince them that they had made progress in their own high school French classes. The students have also gone to our French House at noon to try out their language ability in a more active, informal way. The residents of the French House have been very impressed by the ability and enthusiasm of the high school students. In the afternoon the high school groups returned to campus to see French films. This visit has given the students something to look forward to so that daily class sessions take on more meaning. In fact, the high school teacher reported that students *asked* to do work on vocabulary with respect to the situations they might encounter at the French House. They *asked* to study materials that would be covered in those classes they were to visit. Not only did the visit give them something concrete to look forward to, it also gave them a sense of achievement to be able to make their way through a new experience while using their French. If you are a high school teacher, contact a nearby college or university and request such a visit. If you are a college or university teacher, consider organizing and offering a visit to your classes. Such visits give students short-range goals and a sense of accomplishment. But they also increase communication, contact and, hopefully, articulation between the high schools and universities.

In contacting a nearby college or university about a visit, you might also ask if it is possible to have a native speaker come out to speak to your class. Many native speakers are employed for just a year in a college and never get outside the college community to meet other Americans. They would appreciate an invitation to visit your school and community. If this is not possible (time and distance sometimes negate such a visit), you might work out an arrangement that we have recently set up at the University of Wisconsin involving a taped-letter exchange. We have invited high school classes to prepare ques-

tions that they had about France, the French language, or the French people. Individual students in these classes took turns tape-recording each of the questions. The tape was then sent on to our department. Two native speakers took turns recording answers to the students' questions while adding questions of their own about the high school, the hometown of the students, the French class, and French Club. In this way, several taped-letters have been sent back and forth between the University and individual schools. Our two native speakers happen to come from different provinces. To impress upon the students the variety of accents in France, they have read identical reading passages with their native dialects, much to the amusement and interest of the students. Trying to understand a native speaker and trying to make oneself understood by a native stimulate a desire on the part of students to practice intensively and to work toward better understanding and speaking skills.

In the future we hope to augment the taped-letter exchange with an exchange of video-tapes so that students have the opportunity to see the native speakers and their gestures as well as hear them. Such a taped-letter exchange could be set up with almost any college or university. However, the initiative has to come from the high school teacher insofar as the request is concerned. Hopefully, college teachers will cooperate with colleagues at the secondary level in such an effort.

The Use of Mini-Courses

As a final example of short-range goals, I would mention mini-courses. I am sure that most of you have read about the idea of setting up alternative courses at the third or fourth-year levels. (Mini-courses are offerings that last a semester or part of a semester as opposed to the traditional year-long course offering). These mini-courses are complete entities unto themselves, covering one topic or area in detail and depth. Recently I have been wondering why students must wait until third or fourth year to enjoy the variety and short-term nature of a mini-course. I would propose setting up some mini-courses throughout the first and second year of language study. Such mini-courses could occur three or four times a semester, with time set aside from the text, perhaps at the completion of specific

units or chapters. These courses could vary from one or two days to several, during which a break is made from the usual textbook and classroom activities and just one topic, not necessarily in the text, is explored. These topics could be drawn from the kind of interest inventory that was mentioned earlier. Such courses can sometimes be team-taught with other members of the school. This gives the foreign language teacher a chance to plan with other teachers and to pool resources with them, sharing slides, posters, films, realia, and texts with the history teacher, the art teacher, the English teacher, to name but a few. Such an activity also makes other teachers aware of the information and material you have available for possible use in their courses. These mini-courses can be conducted in English to allow students from related courses to attend. This gives them contact with you and helps to illustrate the carryover in learning from foreign languages into other subject areas. If conducted in English, the mini-courses can be announced in school with an open invitation to all interested students to sign up to attend the sessions if they have free hours. In this way, you would be attracting the interest and attention of the entire school population as well as giving your regular students a break from the routine of daily activities. And you would give *all* the students a complete learning experience in at least one aspect of another country.

Possible mini-course topics might include:

1. Food specialties and cooking of the country, including preparing some of the dishes. (Sometimes it is possible to use the facilities and help of the home economics department to plan the course.)
2. Study and learning of folksongs or popular songs (with help from the music teacher or students interested in music).
3. Analysis and study of newspapers—their format, the various sections, and the differences from ours. (The journalism teacher or advisor to the school newspaper would undoubtedly be interested in such a course.)
4. Art movements or a brief overview of the history of the art of the country (with slides and comments from the art teacher).
5. Different games or sports (with equipment and help from the athletic department). One of my students prepared a unit on fencing, teaching the terms and rules in class while meeting with

students to practice in the gym after school. Another student taught her classes the terms and rules of soccer, showed a film of a soccer game, and practiced over the noon hour. Her unit culminated in a soccer game between the French and German classes.

Mini-courses in first and second year would relieve the tedium of just plowing through the text. They would show students other dimensions of language study beyond just the linguistic goals. Most of all, they would give students a short-range learning goal, readily and visibly accomplishable over the span of just a few days.

Summary

I have tried to cover many different ideas and give a number of specific suggestions in the hope that each of you would find at least one workable suggestion. I hope that I leave all of you with the vivid realization that gaining better student support depends, as always, on ***you***, the foreign language teacher. No one else in the school or community is going to support or promote your program. You must make others aware that your program exists, that it includes lots of interesting activities, and that it offers unique learning experiences. Creating blatant advertising, offering informational advertising, working with other teachers in different subject areas, preparing a curriculum and informational guide for students and counselors, establishing short-range goals for students, planning mini-courses in first and second-year study—these are all ways of developing student support. Your ***input*** of time and energy in working out these activities will determine the ***output*** of better student support for the foreign language program.

8.
The Language Teacher and the Amateur Language Student

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Although we all know who the language teacher is, the distinction between the professional and amateur language student deserves to be clarified. I would label as "professionals" all students who have accepted at least one of the three traditional values of foreign languages; namely, the educational, or the vocational, or the personal contributions foreign languages offer. These students, perhaps under coercion, have come to terms with the utility of a foreign language. They know that if they are planning to continue their education beyond high school, most colleges and universities have a foreign language requirement and that it is to their advantage to get the language "out of the way" so that they can devote their time and energies to their area of specialization. In essence, they have accepted—willingly or not—the rules of academic gamesmanship. The vocational merits of foreign languages are accepted by considerably fewer students. They realize that languages may be of vocational value to them as teachers, translators, interpretors, or as lawyers, businessmen, or doctors. The third group of professionals have chosen to study a foreign language for personal reasons. It may be because they wish to travel to a foreign country and would like to use the language.

Or, perhaps because of ethnic heritage, they want to know something about the language and customs of their ancestors. In any event, these three groups of professionals are on our side—at least in the beginning—for they have found a personally relevant reason for studying a foreign language. Such students are not my primary concern today.

I am interested, as my title suggests, in students who are really amateurs in foreign languages. In brief that means those students who feel that there is no educational, vocational, or personal benefit in studying foreign languages. They have made up their minds that they will not be continuing their education beyond high school. Their primary concern is terminating their high school education as soon as possible. They have also accepted the fact that they might soon be parents and work in the home, a factory, an office, or somewhere in which a foreign language will not be a vocational asset. Furthermore, they are somewhat indifferent to the personal benefits of a foreign language. They realize that it is improbable that they will ever be financially affluent enough to travel to a foreign country and they are not in the least bit curious about the language and customs of their ancestors. These are the students—the amateurs—whom I want to talk about today. But that is only a portion of my topic. You will recall, as my title suggests, that I am also interested in the "language teacher." It therefore behooves us, before talking about the amateurs, to consider who we are and what we do as language teachers.

When we are asked what we do, we usually respond by saying, "I am a Spanish teacher or I teach French or German," as the case may be. Very few among us would answer by saying, "I am a foreign language teacher or I teach a foreign language." And I cannot recall ever hearing anyone simply say, "I am a language teacher." This is quite understandable if we consider the institution of higher learning from which we were graduated. The more prestigious institutions or the larger colleges and universities seem to have separate departments of Spanish, French, Dutch, German, Russian, Italian, and Portuguese. Others have made a slight concession and have classified themselves linguistically as Departments of "Romance" or "Germanic," or "Classical" or "Slavic Languages." Some institutions have even further simplified the categorization historically and have taken the name "Department of Classical Languages" or the "Modern

Language Department." But I can think of no institution of any size or academic stature that has elected to call itself the "Language Department" thereby including English in its fold. If a college or university were to adopt this division, we would probably question the "standards" of the institution. It seems to be a curious fact, that when it is administratively feasible, language departments are divided and become mutually exclusive. Such divisions are usually applauded, for it enables the Spanish Department to teach more Spanish, the French Department more French, and the German Department more German. The result is specialization! We are the products of these institutions, and it is natural that we have absorbed this admiration for professionalism when we present ourselves as "Spanish teachers," "French teachers," "Latin teachers," or "German teachers."

We teachers were once professional students who had an educational or vocational or personal reason for studying a foreign language and who have been trained by institutions that prided themselves on "specialization." It is therefore natural that we would continue to address ourselves primarily to a professional audience. This is not, in and of itself, a criticism. If my topic were the professional Spanish or French teacher and the professional Spanish or French student, it would be perfectly acceptable But this is not my topic. Rather, I am concerned with the "Language Teacher and the Amateur Language Student."

The paradox should be paintully apparent. I am asking individuals who were once professional foreign language students and who have been educated in a system to be specialists in a given language to address themselves to the needs of the nonspecialist (amateur) language student. This is not a personal request, it is an ultimatum and not one I have personally set up. High school and college administrators have labeled our profession as a "white elephant," and they are demanding that we participate in the education of the masses; that is, those who are not specialists in given languages.

Our response, heretofore, has been quite hostile. We have regarded such demands as being educationally degrading, maintaining that our standards will be lowered (perhaps our own prestige as well). In recent years we have tried (and have failed) to change our

methods of presenting foreign languages to all students. In the past 20 years we have shifted our emphasis from reading to oral proficiency, and we are now currently obsessed with individualized instruction as an answer to this dilemma. The solution to the problem, however, does not lie solely in the method of presenting the material. We must consider first and foremost the needs and motivational drives of non-specialist language students. And we must be honest enough to accept the fact that unless new reasons for studying a foreign language are offered to these students, there is, indeed, no valid reason for them to be involved in our curriculum. In fact, there is no place for them in our program; we do not meet their needs.

Let us refer for a moment to the criterion we use in distinguishing the amateur from the professional language student, in order to determine what we mean by *need*. The professional, we said, accepted either the educational value of foreign language study or its vocational relevance or he was interested in learning the language for personal reasons such as the desire to travel or ethnic curiosity. The amateur, on the other hand, was indifferent to how foreign language related to the higher constructs of education, found no vocational reason for learning a foreign language, and was not enticed personally, by travel or curiosity, into exploring this discipline. In essence, this amateur has rejected our curriculum in total—educationally, vocationally, and personally.

Need we ponder the question of who is right? If students plan to terminate their education with high school, is it necessary to take a foreign language because it is a requirement for most advanced degrees? If students know that they do not have the intellectual ability to pursue a vocation in which the knowledge of a foreign language would be a distinct asset, is it imperative that they be exposed to two years or even one semester of French, German, or Latin? If students know that it is highly improbable that they will ever have the opportunity to travel abroad an use the language, should they be subjected to an intensive audiolingual program, the mastery of which they will certainy have forgotten before the opportunity of foreign travel is likely to present itself? The answers to these questions, if we are honest, must ob be "no."

Now, obviously, something is wrong. We all know (which is to say,

"we the professionals"), that foreign languages are good for us, they have motivated and employed us. Our lives have been richer because of them (intellectually if not financially). So where is the fallacy? The fallacy does not lie in the amateur's response to our questions, but in our own definition of our discipline. We, in essence, have defined ourselves as a "tool subject" or a "skill subject," maintaining that the study of a foreign language is good on a conditional basis (*if* you are going to pursue an advanced degree or *if* you are going to be in a certain profession or *if* you are affluent enough to be able to travel to a foreign country). And it becomes painfully clear when we are considering the nonspecialized amateur student, that they do not qualify for study under the conditions we have established.

Before we divulge the "needs," let us briefly examine two inherent pitfalls in our present curriculum that undermine its existence and should be avoided when we redesign our curriculum for the nonspecialist or "amateur" language student. The method in which we have presented our curriculum—be it reading, audiolingual or individualized—has neglected to acknowledge two important facets of language: 1) the intrinsic importance of language in and of itself; and 2) the immediate relevance of language in the context of our present time.

We have maintained—unwittingly, of course—that language is valuable when it is related to something else (such as higher education, another profession, or travel). We have failed to take into account that a foreign language has a place in the general curriculum based on its own merits. Perhaps an analogy with another discipline will make this point clearer. Art is certainly relevant to history, literature, religion, and psychology as well as numerous other disciplines; yet its primary *raison d'etre* is to itself. Art is basically for art's sake. The study of art is worth exploring because art, as a discipline, has enough to teach us. It is not dependent upon another discipline to sanction its validity. The same criterion of intrinsic value must be applied to language—foreign language—if it is to be included in the general curriculum for the non-specialist language student. The merit of language study cannot rest on the laurels of another discipline but must display its own worth independen of related disciplines.

Secondly, our curriculum has glossed over the fact that the study of a second language has always had immediate relevance from its inception to the present time. This is to say that language does not *become* important; it *is* important. It is not the mastery of the language that gives it validity. The validity is inherent in the language and must be presented as such. A two-year-old child who has mastered less than 300 words is capable of expressing his needs and emotions in language. He does not need to wait to be five to use language. Nor is it necessary for this child to read or write before language is employed. Of course, the languag takes on new functions as the individual matures. But nevertheless, the basic principle remains valid: namely, that language is just as important at the time of inception as as it is when it is in a mature form.

Our students have been described as the "Now Generation." They seem to be obsessed with the relevance of their subjects to the present. Like the two-year-old child, they do not want three or more years before they can use language. This is as it should be. The foundations of a discipline are always applicable to the present. We as foreign language educators, however, have failed to take this fact into account. It was not that our generation was different, but that we were different. We were the professionals and like our professional language students, we were patient enough to wait for the maturation of language. Our amateur language students, however, will not and should not exhibit such patience. Nevertheless, this has not deterred us in the least in our creation of a foreign language program which could be labeled as a "Then Curriculum." We have naively devised such programs as FLES hoping that elementary children have not yet become part of the "Now Generation" and will accept our professional goals. The results of such programs speak for themselves. Our curriculum has done more to encourage the potential amateur language students, "Now Generation" attitude than it has to perpetuate itself. And, if we continue to ignore the immediate relevance of language, we will continue to restrict our audience to the specialist, professional language student. It is therefore imperative—if we, indeed, do wish to include the amateurs in our curriculum—that we demonstrate the inherent relevancy of language (independent of related disciplines or utilitarian goals). It is also imperative that we pre-

sent language not only as a culminating professional skill but also make it clear that lanquaqe is equally important as an educational experience in all stages of its growth.

The needs of the amateur language students are oriented toward "life skills" and not "tool skills." If an academic discipline does not wish to concern itself with those needs the students daily encounter, it is "irrelevant." Such has been the case with foreign languages! As foreign language educators, we now find ourselves faced with the problem of either accepting the notion that our discipline is in fact nothing but a "tool skill" intended for "specialist students" or of redefining the educational, vocational, and personal values we have ascribed to language study so as to meet the "life oriented" values of the nonspecialist language student. This challenge is almost overwhelming. For language people would be required to make adjustments with respect to diverse student factors involving intelligence, aptitude, and environment. Who among us would be willing to wager one day's salary to the effect that the most competent and articulate scholars and pedagogs would be capable of designing a curriculum that would redirect the educational and vocational plans of a substantial number of nonspecialist students. I, for one, would not engage in the wager. The givens—intelligence, aptitude, and environmental factors—are, in my opinion, such admirable opponents, that in spite of my love and trust in language, I would prefer to risk even a modest wager.

There is a third objective of foreign language learning, which we have not discussed: the personal value of language instruction. This is the Achilles heel of language. Currently, the personal value of languages is restricted not only to the specialist, but to the affluent or intellectually gifted specialist. The personal value of foreign language has been defined, once again, in terms of a tool skill that enables its possessor to travel, see foreign films, read foreign newspapers, or study foreign literatures in their original form. These are certainly valid criteria for some of our students, but not for all.

If we are to be honest with ourselves, as well as our students, we must accept the fact that very few of them will have the opportunity to see foreign films that have not been dubbed or to read foreign newspapers and magazines on a regular basis. For them to indulge in

such leisure activities would almost be considered un-American. We must also be realistic and acknowledge that the majority of these students will never become sufficiently affluent to be able to travel to a non-English speaking country (with the possible exceptions of Mexico or French Canada) unless, of course, their trip is provided by the Armed Services. Now, then, if we foreign language educators were, in fact, to take these personal objectives that were designed for the professional language student and to apply them to the amateurs, we would be advocating the abolishment of all foreign languages in our curriculum with the exception of limited programs in French and Spanish. We might add a compulsory military service or Peace Corps program for both males and females against the chance that they might be given the opportunity to use a foreign language while serving their country. The absurdity of this suggestion hopefully will prompt us to re-evaluate these personal objectives not only for the amateur, but the professional language student as well. Alternative personal values that are not primarily utilitarian must be found if the amateurs are to be included in the foreign language curriculum. If this curriculum is to gain in strength and attract more students, then it must also expand this value system beyond the utilitarian basis upon which it is currently resting.

Although language will (and should) continue to be a "tool subject" for professionals, the need for them has been steadily decreasing in recent years. Our foreign language curriculum seems to be in a hopeless state in elementary schools. The enrollment in middle schools and high schools can, at best, be described as shaky. And almost every major and minor college or university is either abolishing, modifying, or reconsidering the foreign language requirement for the traditional B.A. degree, while graduate schools are likewise following this trend by permitting advanced degree candidates to substitute a "tool skill" such as computer courses, statistics, science, or mathematics in place of a foreign language. Because of the consistency of this trend, it is necessary for us to retrench in our losing battle so as to reconstruct our methods and our curriculum to complement the "life skills' which the "Now Generation" is seeking and not finding. The question, therefore, which we as foreign language educators must answer is: "What is so essential about the study of a

foreign language that it deserves to be made an integral part of the general curriculum of our elementary and secondary schools?"

The limitation of my time (and talents) certainly will not permit me to answer this question to anyone's satisfaction in this one essay. But let us at least make an attempt to begin. By removing one "not so little" word from our question, I feel that we can greatly simplify the problem and come to terms with the major issues which are confronting us. That one word just happens to be *foreign*. The question therefore would now read: "What is so essential about the study of a language that it deserves to be made an integral part of the general curriculum?" Of course in the process of this amputation we have also succeeded in killing our profession, for, you recall, we are Spanish or French or German or Latin teachers. Only on rare occasions have we condescended to be foreign language teachers. Heretofore, we have not even entertained the notion of being first and foremost language teachers. This task we have relegated to the language arts teacher—whose credentials appear to me to be suspect. Theoretically, these professionals were to make students sensitive to the art of language. In practice, however, they have tended to identify language with English and to reduce the art of language to an inflexible, static system of rules that need to be mastered and whose validity must unquestionably be accepted. In short, they have deemphasized the creativity or art in language and have tended to transform it into an intolerably dull, unimaginative, inconsistent, invalid quasi-discipline. If we are to reform the present condition of language instruction in the United States on the high school and college level, we must take our task seriously and penetrate into the foundations of language. But a receptivity toward language must first be established if students are to be motivated to elect the study of a foreign language for reasons other than utility. We as foreign language educators cannot afford to withdraw ourselves from the mainstream of the language current and wait passively for someone else to correct this misrepresentation of language.

However, we must also be realistic. We simply cannot disregard the scrimmages in high school and college while we are fighting the war on the elementary level. We owe it to ourselves and to a considerable number of professional language students who indeed want

and need the tool skills only we are capable of providing. Diversification, not primarily of method but of curriculum, should be pursued. We need not abandon our traditional curriculum, for it has satisfied and will continue to satisfy the utilitarian needs of many students. We can improve it, of course, but that depends primarily upon our own growth as teachers and upon the methods we employ. We are currently expanding and must continue to diversify our specialist programs—focusing separately on reading skills, oral skills, and writing skills as primary objectives to enable students to command with reasonable competence at least one aspect of the language.

While we are continuing, then, to revise, expand, and improve our traditional curriculum, we must simultaneously introduce a new foreign language program that will complement the language arts curriculum in the elementary schools. This curriculum I would refer to as *Language in Culture: Spanish*, or *Language in Culture: French*. Its primary objective should be to teach that there is a new art in language—a foreign art—if you wish. This art is an application or adaptation of the art of language. The fundamentals are the same. Sounds and symbols continue to be used for communication. Yet these sounds are, in the main, not the same as English and the symbols (letters) have been correspondingly rearranged to form words that represent these sounds. The result of this reconstruction of phonemes and morphemes is a new language, a foreign language. This may appear to be nothing more than gamesmanship. Yet it is a serious game, for it identifies, classifies, and separates one human being from another.

The distinction between the language arts curriculum in elementary schools and the Language in Culture curriculum in high schools and colleges is one of emphasis. Both are founded on the basic principle that language is an art—the most creative, imaginative, and practical art man has invented. Both are structured to show that language defines and classifies the individual. In essence these courses are philosophically existential. They adhere to the premise that man's fundamental existence is inextricably bound to language for it is the only tool at his disposal to articulate his existence. Without language, man is deprived of his humanity and is no different from the lower animals. With language, man is capable of asserting his unique place

in creation. He is able to translate his feelings and thoughts into sounds and symbols and to share them with others. Language is therefore presented as a gift—the most precious gift man, and only man, possesses.

The language arts curriculum has as its primary objective to make the student understand and respect the nature of his gift of language. For this gift is personal, given not to the world, or nations, but to individuals as the only instrument with which they can identify themselves. It is also a gift they can and do share with others and, in the sharing process, establish what they as individuals have in common with other individuals. Through language, therefore, man articulates a collective identity. Man expresses not only who he is, but with whom he lives and with whom he wants to share his identity. This sharing of language transforms language. Individuals make concessions with their personal language to identify themselves with their peers. These mutual admiration societies multiply as the population increases and individuals continue to discriminate with whom they will share their language.

The purpose, then, of the language arts curriculum is to communicate this language story: that man is man because of language, that he shares and transforms his language with those whom he wishes to be identified and that all the groups with whom all men are able to communicate compose a language community. In essence, then, this course relates the personal, group, and national identity language provides.

The Language in Culture courses cannot ignore the story of language that was presented in the language art curriculum, nor should it be duplicative. Its curriculum mus be primarily contrastive. It must demonstrate that English was not the only language which was given to mankind. In fact, it must demonstrate, too, that no language was actually given, but that the potential for language was implanted in the human mind, and that man created language to meet his needs and desires. In a very real sense, language is arbitrary. Men in different parts of the world agreed upon different sounds and symbols to express their personal and common identity. Their selection of those particular symbol schemes reveals that they had a different conception of the world. It is this unique reality expressed in a foreign

language that merits our consideration in a Language in Culture curriculum.

We must accept the fact, of course, that such dramatic changes in a foreign language curriculum will take time and commitment. The American educational system has given little indication that it is committed to teaching the amateurs in other disciplines such as history, mathematics, chemistry, and biology. We, the "white elephants" happen to have been singled out—and perhaps rightly so—because our discipline has not only been directed to the specialist but required of the nonspecialist. The current solution to the problem, the abolition of the requirement, is not a solution at all. But we as foreign language educators, by maintaining our monolithic curriculum, are providing no other options.

In all likelihood, the future of American education will not differ radically from the present. Tolerance, not education, will indubitably continue to characterize our educational response to the nonspecialist student. There is little evidence to suggest that we will not continue to respond to the educational needs of this vast segment of our population by building bigger and better basketball courts, resurfacing our old-fashioned football fields with astro turf, and erecting auditoriums large enough to attract major singing groups. We will, in all probability, hire more administrators in positions of athletic directors, theater agents, union negotiators, public relations officers and, of course, curriculum specialists. We, the foreign language teachers, will continue to work on the merit system—being rewarded not materially, of course, but educationally by being given the privilege of teaching the student with a special interest in language. The schools' response to the amateurs will probably be to put us "knee deep" in guidance counselors. But let us ignore reality for the moment—dream on—and assume the role of language teacher. And let us examine a new curriculum designed for all students, but intended primarily for the amateurs. In short, let us commit ourselves to becoming language teachers who dare to explore a new curriculum designed for all students, professionals and amateurs alike.

9.
Exploratory Courses for the Middle and Junior High School

Judith C. Morrow
Bloomington, Indiana, High School South

In *Jonathan Livingston Seagull*, Sullivan, one of the instructors, tells Jonathan: "... we choose our next world through what we learn in this one. Learn nothing, and the next world is the same as this one, all the same limitations and lead weights to overcome."[1]

The idea of expanding worlds and how children might be introduced to them took on a new significance when the Monroe County Community School Corporation in 1968-69 began planning a restructured K-5, 6-8, and 9-12 school organization. The middle school program planners determined that there should be at least one year in which students could experience and explore elective subjects they might later wish to study in depth. As a result, middle school offerings now include, in a wide variety of offerings, such things as shop, drama, art, chess, weight lifting, music, and typing. Among these, happily, foreign languages are included.

Originally envisioned by the foreign-language personnel as an extension of the existing grade 7-12 sequence, through the mandate of the exploratory concept the course became something quite different, truly a new and separate program.

The change from a junior high to a middle school structure occurred in the fall of 1972; during the 1971-72 school year the Foreign Language Council spent two exhaustive curriculum days discussing the what, who, and when of the projected program. At that time agreement was reached on the following guidelines:

1. Most importantly, the program was to be *no* part of the regular foreign language sequence. It should provide a valuable experience for the student, whether or not that student ever decided to enter the standard sequence of *any* foreign language.
2. The course should provide the student a basis for deciding if he might want to take a foreign language, and, if so, which one.
3. The main thrust of the course should be to sensitize the student to foreign language through conversation and the culture of the people it reflects.
4. The same basic unit topics were to be dealt with in all languages and in all schools.
5. Little grammar should be taught overtly.
6. Each unit should offer a variety of assignments. Each should also provide some ideas for work with teachers of other disciplines.
7. Grades should not be given in any exploratory courses.
8. Written work should be minimal or nonexistent.
9. The same materials should be provided for every school, and the basic unit content should be defined; however, how the materials are used and how the course is taught should be left up to each school's foreign-language teachers and administration.

Teachers who were to teach the exploratory courses were given first choice in assisting in writing the program. They were aided by two secondary teachers with previous experience in compiling curriculum materials; the school system provided eight summer work days. Although more days were used, the major portion of the program writing was accomplished during that time. The total cost to the system for materials and teacher preparation time was around $900.

Materials provided each teacher include: Xerox copies of all units, transparencies, tapes for the sound unit and some songs, and ACTFL's "A Word in Your Ear."[2] In French, some laminated visuals are available on loan.

Only French and Spanish materials were "formally" authored in this process, for German was not to be a part of every school's exploratory program, and no German teachers were available for the summer work. The single resource the author-teachers had were some dittoed materials used by George M. Rundell, the Supervisor of Foreign Languages in the Topeka, Kansas, Unified School District No. 501, in that system's FLEX (Foreign Language Exploration) Program. These materials were provided by Indiana University's Coordinator for School Foreign Languages.

Designing the format of the units was extremely difficult because the grades to be involved, the length of the period, and the number of weekly meetings was to be determined by each school. The number of languages was also decided by the school. Materials had to be designed to fit a program that took the form in implementation which is reported in the chart.

In this form of implementation, course content could not be based on "covering" a set amount of material, nor was it feasible to offer a daily lesson plan. Instead, lesson elements are arranged by type; the teacher then chooses elements that fill his needs.

In October of 1969 Lorraine Strasheim, speaking to an audience of foreign language teachers and administrators, stated that there was a need for "an exploratory foreign-language experience with heavy emphasis on the listening and speaking skills and centered about societal universals—family, daily routines, customs, the behavior of the people, with provision for deliberate cross-cultural studies . . ."[3] In keeping with these words, each unit was centered about one of these "universals"—family, school, time, greetings, and the like. All relevant cultural materials were assembled from each school's curriculum and A-V library; each teacher added to this from her personal files and experiences. Great care was taken to use valid, up-to-date information. Experiences that seemed related to only one small geographical region were discarded. The bibliography includes all references used and also indicates where more cultural information

School	Grade	Language	Period Length	Meetings Per Week	Weeks Per Semester	For All?	Enrollment	Average Class Size
Central	6	Spanish	50 min	5	5	yes	168	25-30
		French	50 min	5	5	yes	168	25-30
		Latin	50 min	5	5	yes	168	25-30
Binford	6	Spanish	58 min	2	18	yes	190	22
		French	58 min	2	18	yes	190	22
Dyer	6	Spanish	25 min	5	6	yes	178	30
		French	25 min	5	6	yes	178	30
Smithville	6-7-8	Spanish	55 min	5	9	yes	308	25
University	7	Spanish	40 min	5	12	no*	146	20-25
		French	40 min	5	12	no*	146	20-25
		German	40 min	5	12	no*	146	20-25
Unionville	6	Spanish	48 min	5	9	yes	95	24
		French	48 min	5	9	yes	95	24
		German	48 min	5	9	yes	95	24
		Latin	48 min	5	9	yes	95	24

*Six students were enrolled in remedial reading rather than exploratory.

TOTAL: 1085 pupils

Total Time in Each School

Dyer	12½ hrs.
Central	20 hrs.
Binford	35 hrs.
Unionville	36 hrs.
University	40 hrs.
Smithville	41 hrs.

can be obtained. Basic cultural information is tested at the end of each unit.

The same format is used for all units except one.[4] The lessons begin with at least two mini-dialogues and a vocabulary list which designates active and passive vocabulary. This is followed by suggested activities (games, songs, drills, and the like). The third section contains cultural notes, usually dialogue-related. A bibliography for the teacher is included at the end of each unit. Some units have test items suggested. There are at least two visuals in each unit; they are for use with the dialogues and also supplement the activities. A sample unit follows.

LA ROPA/LOS COLORES

DIALOGOS

En una tienda de ropa	*In a Clothing Store*	*Visual*
Lupe: (angry) *¡No me gustan faldas largas!*	I don't like long skirts!	
Mamá: *¡Cállate, Lupe!*	Be quiet, Lupe!	
Dependiente: *Las mini-faldas están muy de moda, señora.*	Mini skirts are very much in style, ma'am.	
Mamá: *Pero al papá no le gustan.*	But dad doesn't like them.	
Dependiente: *¿Esta falda más larga?*	How about this longer skirt?	
Lupe: *¡Ay de mí! ¡No soy abuela, mamá!*	Oh, yccch! I'm not a grandmother, mother!	
Mamá: *A mí me parece bien. La cuenta, por favor.*	It looks good to me. The bill, please.	

Frente a un escaparate	*In Front of a Store Window*
Jesús: *¡Eh, hombre! Fíjate en la camisa roja.*	Hey man! Look at that red shirt.
Pepe: *¡Uf! No es camisa, es la puesta del sol.*	That's not a shirt, that's a sunset.
Jesus: *Y no sabes ni jota, amigo. ¿Esta de verde?*	You don't know beans, buddy. How about the green one?
Pepe: *Me duele el estómago. Vamos a otra tienda.*	It's giving me a stomach ache. Let's go to another store.

VOCABULARIO[5]

Active:
- *la ropa*—clothing
- *la falda*—skirt
- *la camisa*—shirt
- *los pantalones*—trousers
- *los zapatos*—shoes
- *la cuenta*—bill
- *larga*—long

- *¡Cállate!*—Be quiet!
- *Me parece bien.*—It looks good to me.
- *Fíjate (en)*—Look at . . .
- *Me duele . . .*—It hurts me . . .
- *el estómago*—stomach
- *está(n) de moda*— stylish

¿Qué llevas?—What are you wearing?

Passive: *una tienda de ropa*—clothing store
los calcetines—socks
la ropa interior—underwear
el cinturón—belt
el abrigo—coat
la blusa—blouse
llevo . . . —I'm wearing . . .
la puesta del sol—sunset
el vestido—dress
No sabes ni jota (no sabes nada)—You don't know anything.
el sombrero—hat
los guantes—gloves

ACTIVIDADES

1. Using visuals of people in historical dress, have students describe what they are wearing. Or, let students bring a large picture or drawing and describe what the person is wearing.
2. Use clothing ads cut out from foreign language newspapers; make bulletin board and use to teach items. For the negative aspect, use girl in bikini or jungle native to ask what is missing.
3. *Juego*: Have students draw a bingo card (maybe two), fill in with drawings or pictures cut out, play with vocabulary.
4. With reinforcement of weather visual: *Hace mal tiempo. ¿Qué lleva _____ hoy?* (etc.)
5. With clothing teacher: Discussion of *What Is Style?* Why do children and their parents disagree about clothing style? Do they disagree more on some items of clothing than others?
6. Which country are they studying in social studies? Are there often extreme differences of clothing between various countries? Why? What items in our culture do styles of clothing reflect? (Age, sex, climate, economy.) How does the clothing of one cultural group often "offend" another cultural group? Europeans often say they can easily spot an American student or tourist by his clothing alone. How can they do this? Remember that styles of clothing in Europe are often much like our own.
7. Have students name four regions of Latin America where the clothing worn will be quite different than their own;

then have them name four other regions where it is very similar. What causes the differences?

8. How do we keep our clothing clean and cared for? How do Latin Americans without washing machines care for their clothing?
9. Does the amount of clothing a person has indicate social status or wealth?
10. *Canción: "¿De qué color es la piel de Dios?"*[6] *On tape.*

—Buenas noches, dije a mi hijo pequeño
Cuando cansado se acostó;
Entonces me dijo con clara voz
—Papá, ¿de qué color es la piel de Dios?

I said good night to my little son
When very tired he went to bed;
Then he said to me in a clear voice:
"Daddy, what color is God's skin?"

(Coro)
¿De qué color es la piel de Dios?
¿De qué color es la piel de Dios?
Dije—Negra, amarilla, roja y blanca es,
Todos son iguales a los ojos de Dios.

Chorus:
What color is God's skin?
What color is God's skin?
I said, "It is black, yellow, red, and white.
They are all the same in the eyes of God."

Con grandes ojos me miró,
Y asombrado me preguntó:
¿Por que lucha a causa de color
Si todos son iguales a los ojos de Dios?

With big eyes, he looked at me,
And surprised, he stared at me:
"Why fight because of color
If everyone is equal in the eyes of God?"

(Coro)
Dije—Eso es parte de un pasado infeliz,
Pero pronto eso llegará a su fin.
Debemos aprender para el porvenir
Que todos son iguales a los ojos de Dios.

(Chorus)
I said, "That's part of an unhappy past,
But soon that will all come to an end.
We must learn for the future
That all are equal in the eyes of God.

(Coro)
Dios nos ha dado la oportunidad

(Chorus)
God has given us the opportunity

De crear un mundo de fraternidad.	To create a world of brotherhood.
Las diferentes razas han de trabajar	The different races have to work together
Unidas siempre de mar en mar.	Always from sea to sea."
(Coro 3 veces)	(Chorus, 3 times)

11. Have students draw and color the flags of several Latin American countries or of Spain,. What are their colors? What does their flag mean? What does ours mean?
12. What is each student's favorite color? Have them quickly list the first three things they think of in relation to that color. Do the same thing with their least favorite color.
13. What are the school colors? What do they represent? Does the mascot also "fit" these colors?
14. Give students "color" expressions from other countries. Have them try to guess the countries or what the expressions mean. How many "color" expressions in English can they collect?
15. Have students do drawing, painting, whatever, to try to express their feelings about Spanish. Why did they choose the colors they did? Make a bulletin board of results.

The aids for this unit include: a dialogue cue transparency, a transparency of a boy and a girl for clothing identifications, a transparency of clothing store windows, a puzzle *ropa y colores*, and a crossword puzzle. One teacher had fine results with "painting by number" exercises associated with this unit.

BIBLIOGRAFIA

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Jarrett, McManus. *El Camino Real.* (Boston: Houghton Mifflin, 1958): pp. 263-267 *El traje hispanoamericano.*

Sacks de Silva, Zenia. *Usted y yo.* (New York: The Macmillan, 1969): p. 269 *Pasatiempo.*

The only materials all teachers are required to use are the seven short introductory units. These lessons are designed to help the stu-

dent to relate to language, initially through his own world. These seven lessons are: (1) Language in Indiana, (2) How Languages Operate, (3) Detecting Meaning: Aztec Dialect, (4) How Words Come to Be and Mean What They Do, (5) Language Is Sound, (6) Gestures, and (7) ACTFL's "A Word in Your Ear."

Language in Indiana

What do foreign languages have to do with *us*?

Teacher-Initiated Discussion:

1. What is your heritage? Where did your ancestors come from?
2. Do you speak any foreign language in you home? Which one(s)?
3. Do you know where the peoples representing the three most commonly taught foreign languages—French, German, and Spanish—settled in Indiana? (Transparency)
4. Do you know what towns in Indiana represent French, German, and Spanish through their names? (Transparency)
5. Do you know that you already speak some foreign language every time you speak English?

Examples:

Spanish	German	French
poncho	*frankfurter*	*garage*
siesta	*kindergarten*	*mini*
Fresca	*Gesundheit!*	*ballet*
Fritos	*Volkswagen*	*fondue*
Vaya con Dios.	*Auf Windersehen!*	*Oh-la-la!*
Adios.	*Danke schon.*	*Bon Voyage.*
Hasta la vista.		*En garde!*

6. Do you know that you use foreign language when you eat?

Examples:

chile con carne	frankfurter	souffle
frijole	pumpernickel	omelette
taco	sauerkraut	eclair
tamale	wiener	fondue
Fresca	wienerschnitzel	casserole

7. Can you use the following "foreign" words in sentences? (Supply a mimeographed list for study overnight. Use a transparency in the classroom.)

Spanish	German	French
adobe	*Gesundheit!*	*adieu*
patio	*Auf Wiedersehen.*	*croquet*
fiesta	*Volkswagen*	*boutique*
siesta	*Mercedes*	*buffet*
rodeo	*dachshund*	*bureau*
bonanza	*kindergarten*	*communique*
Montana	*verboten*	*avalanche*
Florida	*dummkopf*	*crochet*

How Languages Operate

Did you ever think about the different ways in which languages operate?

Teacher-presentation: (Using blackboard or transparency. The teacher will have to decide whether to use the material as is or merely the content.)

a) A woman has a figure, a man has a physique;
A father roars in rage, a mother shrieks in pique;
Broad-shouldered athletes throw what dainty damsels toss;
And female bosses supervise, male bosses boss;
Lads gulp, maids sip;
Jacks plunge, Jills dip;
Guys bark, dames snap;
Boys punch, girls slap;
Gobs swab, WAVES mop;
Braves buy, squaws shop.
A gentleman perspires, a lady merely glows
A husband is suspicious; a wife, however, KNOWS.

—Richard Barrutia

b) I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you
On hiccough, thorough, slough, and through.
Well done! And now you wish, perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead: it's said like bed, not bead;
For goodness sake, don't call it deed!
Watch out for meat and great and threat,
(They rhyme with sweet and straight and debt.)
A moth is not a moth in mother
Nor both in bother, broth in brother.

And here is not a match for there,
Nor dear and fear for bear and pear.
And then there's dose and rose and lose—
Just look them up—and goose and choose.
And cork and work and card and ward,
And font and front and word and sword.
And do and go, then thwart and cart.
Come, come, I've hardly made a start.

A dreadful language? Why man alive,
I learned to talk it when I was five,
And yet to write it, the more I tried,
I hadn't learned it at fifty-five.

—Dr. Richard N. Krogh

Discussion: Using material from Waldo E. Sweet. *Latin: A Structural Approach*. Ann Arbor: The University of Michigan Press, 1957: pp. 7-8.

As a small child, along with learning the sounds of your own language you learned a lot of other things about English too. You found out the difference between *Daddy scared the dog* and *The dog scared Daddy*. You were learning the syntax of your language, although of course at that time you didn't know what syntax was. In case you are still hazy, we will define it for you: Syntax is the machinery that makes the individual words operate, the system by which the words are related to one another. When you knew the difference in meaning between the two sentences given above, you knew the difference (in English) between subject and object; you understood this bit of English syntax. You didn't of course know the terms *subject* and *object*, and you couldn't give a good explanation of how you knew the difference. Can you give that explanation now?

Unless you are different from most students, your answer was probably something like, "The subject is the doer of the action." Does this answer the question? Is this a clear explanation of *how* you tell?

Until recently we were satisfied with such answers as that given

above. Now, however, we are not. A new field of study called *structural linguistics* has changed our way of thinking. Through new techniques we can now give more sensible descriptions of languages than before. Using these descriptions we can make the process of language learning somewhat more efficient . . . You may find that much of what you learn about language will contradict what you have heard before.

Let us return to your childhood. By the time you were five and a half you had "learned the language." There were still odds and ends lying around; you might, for example, still have said, "He breaked it," but this very error shows that you had learned the system by which the vast majority of English verbs form their past tense.

On the other hand, your vocabulary at the age of five and a half was still incomplete. In fact, you are still learning English vocabulary, and you will never learn more than a small part of it. One of the tasks in any field is the learning of the complex specialized vocabulary (jargon) and the concepts for which they stand. This continuing experience with new words is the the reason why the learner of a foreign language invariably thinks first of the vocabulary; it is the only part of the learning of his own tongue that he remembers.

Just as the sounds of language are different, so are the shapes, words, phrases, and utterances. Some languages form utterances by stringing together a lot of short words in a fixed order. English is this sort of languge, and so is Chinese.

Demonstration: (Using Blackboard)

English expresses meaning through word order. Let's demonstrate *how much* English depends on word order. Let's begin with three nonsense words:

Smizzle *Dizzle* *Chizzle*

These words have no meanings that we know—and yet we can form perfectly good English sentences with them.

The smizzles are dizzling the chizzles.

Which word in this sentence tells what the "actors" are doing?
Which word is the verb?
Which is the subject? Who is performing the action?
Which word is the object? Who is having something done to him or them?
Let's try another example.

Smizzle the dizzles and chizzles!

What is happening in this sentence? What kind of sentence is it?

Who is doing the acting here? What is the subject of this sentence?

What is being done? Which word is the verb?

Who or what is having something done to him or them? What is the object?

And a final example.

The smizzled dizzles were chizzling.

What is the subject here? What does "smizzled" tell us about the subject?

What's the verb here? What is going on?

A possible assignment might be to have the students prepare three nonsense words of their own and write five English sentences using them. It would be wise to let three or four students put their nonsense words and sentences on the board to review the dependence of English on word order to signal meaning.

Detecting Meaning: Aztec Dialect

The Aztec exercises are from Waldo E. Sweet's *Latin: A Structural Approach*, cited earlier.

Teacher Presentation: (Using transparency or blackboard)

Yesterday we discussed how much English depends on word order to show meaning. Today we are going to be dealing with an Aztec dialect. We are not going to be worried about how the words sound—just how meaning is shown in this language. Study the following lists for a few minutes.

Aztec Word	English Meaning
ikalwewe	big house
ikasisol	old house
ikalcīn	little house
komitwewe	big cooking pot
komitsisol	old cooking pot
komitcīn	little cooking pot
petatwewe	big mat
petatsisol	old mat

petatcīn	little mat
ikalmeh	houses
komitmeh	cooking pots
petatmeh	mats
kōyamecīn	little pig
kōyamewewe	big pig
kōyamemeh	pigs

1. What parts of these words have the following meanings?
   a. cooking pot
   b. more than one: plural
   c. old
   d. little
   e. mat
   f. house
   g. big
   h. pig
2. How would you say "old pig" in this language?
3. How does this dialect of Aztec show meaning?

Assignment: Construct a language which operates like the dialect of Aztec with which we have been working. "Invent" a way to show each of the following:

a. girl
b. boy
c. dog
d. cat
e. teacher

Then "invent" a way in which to show each of the following used with each of the words above:

a. good
b. bad
c. pretty
d. ugly

Finally, form the plurals of all the words you formed in the first section.

How Words Come to Be and Mean What They Do

This text comes from: S. I. Hayakawa. *Language in Action.* New York: Harcourt, Brace, 1941, pp. 149-50. This lesson is accompanied with a transparency of outline drawings of the "animals" depicted in the text.

[The first figure] shows eight objects, let us say animals, four large and four small, a different four with round heads and another four with square heads, and still another four with curly tails and another four with straight tails. These animals, let us say, are scampering about your village, but since at first they are of no importance to you, you ignore them. You do not even give them a name.

One day, however, you discover that the little ones eat up your grain, while the big ones do not. A differentiation sets itself up, and, abstracting the common characteristics of A, B, C, and D, you decide to call these GOGO: E, F, G, and H you decide to call GIGI. You chase away the GOGO, but leave the GIGI alone.

Your neighbor, however, has had a different experience; he finds that those with square heads bite, while those with round heads do not. Abstracting the common characteristics of B, D, F, and H, he calls them DABA, and A, C, E, and G he calls DOBO.

Still another neighbor discovers, on the other hand, that those with curly tails kill snakes, while those with straight tails do not. He differentiates them, abstracting still another set of common characteristics: A, B, E, and F are BUSA, while C, 3, G, and H are BUSANA.

Now imagine that the three of you are together when E runs by. You say, "There goes the GIGI;" your first neighbor says, "There goes the DOBO;" your other neighbor says, "There goes the BUSA." Here immediately a great controversy arises. What is it *really*, a GIGI, a DOBO, or a BUSA? What is its RIGHT NAME?

You are quarreling violently when along comes a fourth person from another village who calls it a MUGLOCK, an edible animal, as opposed to UGLOCK, an inedible animal—which doesn't help matters a bit.

Discuss: Which of the neighbors *is* right? (All of them; this is the way which languages come to pass.) Did the students accept the opening statements that these are animals? Why was that idea acceptable to them?

The patterns of the senses that are extended in the various languages of men are as varied as styles and art. Each mother tongue teaches its users a way of seeing and feeling the world and of acting in the world, that is quite unique.[7]

Language Is Sound

The tape which is mentioned was prepared by the program writers.

Teacher-led Tape Lesson

Sound makes up a great part of everyone's world, but we are often unaware of some common sounds. Take out a sheet of

paper and number it from 1-16. As you hear the sounds on tape, write what you think it is on your paper.

Teacher should replay tape, discussion each sound. Do boys do better on some items? Do girls?

1. Canaries: Note the wide range of their warbles.
2. Girl in shower: Happy or sad? Why do many people sing in the shower?
3. Driving golf ball: Why were there at least two sounds?
4. Eating a carrot: How do you know it's a carrot? Is the sound made with the mouth open or closed? What difference would it make?
5. Clothes line: In New York City backyard. Does it sound like the students' clothes line? Why not?
6. Mix-Master: Did more girls recognize this than boys?
7. Mechanical toy: What parts of the action do we hear? Have you ever had such a toy?
8. Wooden garage door: The sounds of this one opening and closing could give Dracula the creeps. First it goes up, then a hoist with the handle, up it goes the rest of the way and the door scrapes down. Did you hear the handle being turned to lock the door at the end?
9. New York Jets Football Team: What game is this? Is it a regular game or a practice?
10. Whiplash: Made with a 15-foot whip. What happens when something goes faster than the speed of sound?
11. Stock car race: Is this a single sound or a collection of sounds?
12. Drag car race: Where are you as a spectator?
13. Christmas tree burning: This was a pile of 300 trees. Not the extreme quickness of the sound. What else could this sound be?
14. Power lawn mower: Happy or sad sound?
15. Telemetry Sounds—Sputnik: The sound that shook the free world and started new trends in education.
16. Launch of a Saturn missile: Did many students miss this? Why not? Does this sound evoke any emotion in them?

Why do some of these sounds evoke emotion in others, but very few *show* any emotion?

Teacher-led Exercise: Sound and Emotion:

Apart from the words themselves, the *way* people speak can tell us many things. Our own emotions color our language. Say the following words as if you were angry:

turnips lettuce applesauce radishes

Say these words as if you were in love:

toads warts snakes snails

Say these words as if you were sad:

party ball game free day Christmas

Say these words in a happy way:

spanking grounded sassy too young

Is this hard to do? How could you rearrange these words to make your task easier?

Homework: Make up two entirely *new* words which show each of these emotions: anger, love, sadness, happiness. Apart from the words themselves and their meaning, how did you know what emotion each speaker showed? (Vocal tone)

Discuss: What do we mean when we say someone's voice is poor? In which professions is it necessary to have a "good" voice? What do we mean by a "good" voice?

Teacher Presentation

Although many languages are written with the same alphabet, the letters are not pronounced the same, because each language uses its own special group of sounds. On learning another language, until the learner is exceptionally good at it, he usually speaks with an "accent." This simply means that the speaker has carried some of his own sounds into the other language, and that he is having a little difficulty pronouncing certain sounds of the new language. Everyone has this problem, and so will you. This is why it is so important to say new words to yourself, to your friends, to anyone who will listen, even if you feel a little silly at first (the more you say the new word, the less silly it will sound to you *and* to everyone else).

It is important to get the sounds of your new language as nearly correct as possible, because, in every language, the change of one small sound can change the entire meaning of a word. Consider our own language:

bat but bet pet put pit pig dig dog dug

Each word by itself has a different meaning. Consider the following sentence:

Charlie put his pet pig in the pit.

It makes sense. However, what kind of sense do you get by changing just a few sounds?

Charlie pig his pit put in the pet.

Obviously, the change of a single letter at almost any part of a word can change sound and meaning in English.
See what you can do to the meaning of the following words by just changing one sound.

Vowel change: Start with *red.*
Beginning sound: Start with *fight.*
End sound: Start with *ball.*

What would you think if a person learning English said, "I just came to America on a beeg sheep." What sound is he having trouble with?

Discuss: What is the importance of correct speech sounds?
What are some things students can do to make correct sounds in other languages?
Teacher might use Danny Kaye records of stories in various accents or other TV or movie people famous for accent roles.

Teacher-led Discussion: Why don't languages use the same sounds? Why did the people in Hayakawa's tale of the animals each call them by a different name? Now thinking in terms of *sound*, why do we all not say the same word for the same sound? A sneeze is a sneeze round the world; we all have noses and we all sneeze. But here is the sound made:

English: *atchoo* German: *hatschi*
Spanish: *atchis* Russian: *apchi*

French: *atchouin* Chinese: *hah-chee*
Japanese: *gu-gu* Indonesian: *wahing*

Do the different peoples of the world have differently-shaped ears?

Do they actually *hear* different sounds? Try to bring them to McLuhan's idea again.

If more time is available, comparing the sounds different animals make in Spanish, French, German or Latin might be interesting to the students.

Gestures

Teacher-Presentation

Before we continue our study of *spoken* language, let's take a side trip to some other byways of communication—gestures and sign language.

In every culture of the world, certain gestures convey meaning as well as words. For example, a child sticks out his tongue to his father. Is he understood? With what gesture might his father respond? Isn't communication without language beautiful?

One of the most universal gestures is to extend the arm, palm up, and open. What does it mean? Discuss *how* the gesture carries this meaning.

Here are some common gestures we use in the United States (Transparency: Common Gestures, U.S.A.). What do they mean? Look at them again. Do any show an emotion? (4, 6, 8, 10) Which ones direct you to do something? (1, 2, 3, 11, possibly 8) All of these gestures used what part of the body? What emotions, directions, or ideas can we convey with other parts of our body (eyes, mouth, forehead, etc.)? Teacher may ask students to show only their eyes and make gestures others may try to interpret.

Two most common signs in which "body language" is used are the smile and the frown. Try the following: Pretend another student near you is someone with whom you want to make friends. However, in *your* culture, the meanings of smiles and frowns have been reversed. Try to make friends, frowning where you or-

dinarily smile. Your partner will respond with his friendly frown.
Note: Give students two to three minutes.

Discuss: Was it easy or difficult to do? Why?
Did you have trouble frowning and using a friendly voice? Why?
Did you finally laugh or giggle? Why?
How do you think you might feel if you actually *were* suddenly living in another country where smiles and frowns were reversed?
How important are gestures in any culture anyhow?

Homework: Choose one of the following activities and prepare it for class tomorrow. Everyone should also do #8.

1. Observe either a friend or one of your parents. Which gestures does he/she use most often? Does this person have one gesture he uses a great deal? When does he use it? Are there special gestures which this person uses only with you? Are there physical "warning signs" you see when this person is getting angry? What are they? Which person you know uses the most hand gestures? What are they?
2. Look through a magazine. Find pictures of 10 different gestures; cut out and paste on paper. Tell the class what these gestures mean to you.
3. Look at some television commercials. Turn the sound down and just study the gestures used. Are they important in selling the product? What product was being sold? What were the gestures?
4. Choose a commonly known product that you would like to sell. "Sell" it to the class in pantomime, using only gestures or body language. You must do it in 3 minutes.
5. Watch a well-known political or TV personality, real or otherwise. Record the gestures he/she makes. What do they express? Have you seen The Copycats on TV? If you can, watch. What are some things you must observe and copy to be a good mimic? Can you mimic a famous person?
6. You are an astronaut meant to orbit Mars. Instead, you crash there. A delegation is approaching your ship. You need to: (1) establish that you are peaceful, (2) get drinking water, and (3)

go to a doctor, as you have some broken ribs. You know no Martian language. Show how you communicate in this situation.

7. In front of the class, do five gestures which show anger; five which show some other emotion (happiness, fear, etc). Mix them up. The class must guess what they are. If you want to, cover your face with a mask or a paper bag, so that your facial expression won't give you away.

Everyone do this:

8. Make up a different, attention-getting hand gesture. Instead of raising you hand to be called on, use this new gesture. Are you brave enough to use in classes other than this one? If so, talk about the reaction to it in language class.

Use about half a period having students show how or tell about their homework. Mention that gestures were probably the earliest form of communication. Today, some are understood by themselves; others make spoken language more meaningful.

Let's look at one kind of gesture around the world. How do different people greet each other? (Transparency: Greetings Around the World)

1. Englishmen and Americans shake hands.
2. A Chinese in former times shook his own hands when he met a friend. Some modern Chinese do this also.
3. Samoans sniff each other.
4. Frenchmen kiss each other on the cheek.
5. Latin American men embrace.
6. Soldiers of almost every land give each other some kind of salute.
7. Laplanders rub noses.
8. An American boy often greets a friend by slapping him on the back.

Discuss: How would you feel if you were introduced to someone, you started to shake hands, and he leaned over and sniffed you? How might *he* feel? How could the embarrassment have been avoided? Is it better to sniff or shake hands as a greeting?

Review past work by having students discuss importance of gestures

in the study of any language, even their own. Mention that there are entire areas they have not looked at, such as Indian sign language, deaf sign language, semaphore language, sports language, etc.

Let students practice making the following gestures and trying to guess what they mean.[8]

1. Toss back your head. (Greek: negation)
2. Cross your hands over your chest. (Oriental: greeting of respect)
3. Protrude your lips. (British East Africa: indicates direction)
4. Rub noses with your neighbor. (Lapland: greeting)
5. Touch iron. (Italy: protection against bad luck)
6. Point to your nose with your index finger. (Chinese: to indicate yourself)
7. Make an "O" with your thumbs and index fingers and look through them as if they were binoculars. (Brazil: girl admiration)
8. Strike your chin with your thumb and index finger. (N.Y. Ghetto Jews: doubt, deliberation)
9. Place your two index fingers together in a parallel position. (Italy: friendship)
10. Rub your nose repeatedly with your thumb. (English: contempt)
11. Place your index finger (right hand) along side your nose. Open your mouth just a little and open your eyes as wide as possible. (French: amusement)
12. Place palms up—shoulder high—and shrug shoulders. (N.Y. Jews: "What can I do for you?")
13. Place your right index finger on the palm of your left hand. (N.Y. Ghetto Jews: impossibility)
14. Rub your hand against your cheek. (France: boredom)
15. Wiggle the lobe of your ear with your right thumb and forefinger. (Brazil: enjoyment)

The last of the introductory lessons involves ACTFL's tape "A Word in Your Ear" which points out that language is a function of place, time, age, sex, occasion, and culture.*

*A sampling of the exploratory materials in French and Spanish is available for $1.00 by writing to: Dr. Larry Crabb, Monroe County Community School Corporation, North Drive, Bloomington, Indiana 47401. Plans call for parallel materials to be authored for German in the 1973–74 school year.

The program as implemented involves six middle schools. In addition, second semester the Administrative Council extended the program to the sixth-grade students in the only two K-6 schools in the system. Every school offers Spanish; two offer French and Spanish; one French, Spanish, and Latin; one French, Spanish, and German; the other offers all four languages. This marks the first time German has been offered at any level other than senior high school. Financially, the hiring of extra teaching personnel for the exploratory courses was not feasible; because of this, the languages offered depended upon teachers readily available at each school.

Of the 16 teachers involved, all except three are teaching in their major area. Although most of them are experienced foreign language teachers, none had previous experience teaching exploratory courses. Those teachers not involved in writing the materials received their orientation to them in preschool meetings; special meetings during the year provided further opportunity to discuss implementation and problems. Prevailing comments at the meetings indicated that teachers were pleasantly surprised at student reaction to the course. Students for whom many would have predicted a negative experience were enjoying the work and planning to continue the study of a foreign language. Both parental and administrative comments have been extremely positive. Teachers in the standard sequence have also stated they found the cultural notes and activities very useful in their classes.

In the 1972–73 school year a total of 1085 students were enrolled in the foreign language exploratory courses. Of these, 631 studied the materials in grade 6, 146 in grade 7; one school offered the course to grades 6, 7, and 8.

Due to the differing time structures in the middle and grade schools, the number of languages offered, and the number of weekly meetings, students received an average of 30.7 hours instruction. However, the actual time ranged from 12.5 hours per language in one school to 41 in another. The average class size was 26.

In the spring of 1973 a sample evaluation of 244 sixth-grade pupils was conducted in two middle schools. In one, while these schools were junior high schools, all students had previously been encouraged to participate in the standard sequence, beginning in grade

7. In the other, the regular sequence foreign-language classes had been limited to the academically gifted children, usually less than 16% of the total grade enrollment. In the evaluation, over 60% of the students in each school indicated that they wanted to study foreign language, preferring to begin the following year.

The evaluation referred only to the foreign-language segments of the course, not to the introductory sections. All of the responding students had studied at least two languages, some three. A portion of that evaluation is reproduced here.

1. Were the lessons interesting?
   a. Mostly interesting 31% b. Sometimes interesting 52%
   c. Mostly boring 17%
2. Do you think learning about foreign languages has helped you in any way?
   a. Very much 17% b. Pretty much 57% c. Very little 18%
   d. Not at all 8%
5. What do you think of the amount of work required?
   a. Too much 14% b. About right 80% c. Too little 6%
6. What do you think about the length of the class period? (This varied from school to school.)
   a. Too long 21% b. About right 59% c. Too short 20%
7. Would you like to study more foreign language?
   a. Yes 68% b. No 32%
8. Do you plan to study foreign language next year?
   a. Yes 64% b. No 36%
9. How much did you learn about the people who speak other languages?
   a. Very much 31% b. Some 56% c. Very little 13%
10. What was your favorite lesson about?
    Numbers, talking in another language, colors, parties, foods, bullfights.
11. How would you rate your foreign-languages classes with your other exploratory courses?
    a. Better 30% b. About the same 49% c. Worse 21%
12. If it were the beginning of the year *and you could choose*, would you take the foreign-language exploratory class?
    a. Yes 62% b. No 38%

At this point, what has developing and implementing the Exploratory Foreign-Language Program, *Language and Man*, meant to our system? Most importantly, perhaps, teachers involved in the program have experienced teaching foreign languages to all kinds of students and have seen that most of these students can succeed. All teachers have been involved in active curriculum development,

either in writing the original materials, or in supplementary work. Regular evaluation of materials has developed certain skills. The program has caused increased enrollment in our regular sequence classes; an additional foreign-language teacher has been added in one school and more foreign-language sections are apparent in others. Through articles in the local paper, school letters to the parents, and discussions among various PTA groups, foreign language has become more visible in the Bloomington community.

In writing and implementing the Exploratory Foreign-Language Program, we have tried to say to *all* students, "Welcome to foreign language!" Many have responded; now the welcome must be made warm and lasting.

Notes

1. Richard Bach, *Jonathon Livingston Seagull*, New York: Avon Books, a Division of the Hearst Corporation, 1970, p. 62.
2. "A Word in Your Ear." A 30-minute presentation taped from National Educational Radio. The tape was purchased from the MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, N.Y. 10011.
3. Lorraine A. Strasheim. "Foreign Language: Part of a New Apprenticeship for Living." Lorraine A. Strasheim, ed., in *Foreign Language in a New Apprenticeship for Living*. Bloomington: Indiana University, the Indiana Language Program, 1971, p. 22.
4. Lesson Five on the family opens with a monologue by a son of the family introducing the family members. This lesson is also the only one including a reading intended for the students.
5. Teachers use the various vocabulary elements in recombination dialogues and drills.
6. Song popular in Venezuela in 1972.
7. Marshall McLuhan. *Understanding Media: The Extensions of Man*. (New York: The New American Library, a Signet Book, 1964): p. 83.
8. Gestures taken from: Carl Ziegler. *J 104 Extended Elementary German*. Bloomington: Indiana University Department of Germanic Languages Mimeograph, 1971.

NTC PROFESSIONAL MATERIALS

Individualized Foreign Language Instruction, Grittner and La Leike	9310-5
Teaching Culture: Strategies for Foreign Language Educators, Seelye	9326-1
Living in Latin America: A Case Study in Cross-Cultural Communication, Gorden	9341-5

ACTFL Review, *published annually in conjunction with The American Council on the Teaching of Foreign Languages*

The Challenge of Communication, ed. Jarvis, Vol. 6 (1974)	Hardbound 9350-4 Paperback 9351-2
Responding to New Realities, ed. Jarvis, Vol. 5 (1973)	Hardbound 9349-0 Paperback 9348-2
Foreign Language Education: A Reappraisal, ed. Lange, Vol. 4 (1972)	Hardbound 9333-4 Paperback 9347-4
Pluralism in Foreign Language Education, ed. Lange, Vol. 3 (1971)	Paperback 9339-3
Individualization of Instruction, ed. Lange, Vol. 2 (1970)	Paperback 9320-2
Foreign Language Education: An Overview, ed. Birkmaier, Vol. 1 (1969)	Paperback 9312-1

Central States Conference Proceedings, *published annually in conjunction with The Central States Conference on the Teaching of Foreign Languages*

Careers, Communication & Culture in Foreign Lanuage Teaching, ed. Grittner (1974)	9302-4
Student Motivation and the Foreign Language Teacher, ed. Grittner (1973)	9301-6

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